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STATE OF THE FIELD REPORT: EXAMINING THE EVIDENCE IN YOUTH EDUCATION IN CRISIS AND CONFLICT

USAID YOUTH RESEARCH, EVALUATION, AND LEARNING PROJECT

Final Report

February 2013

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DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYM LIST

AKYG	Amua Karagita Youth Group
CAAFAG	Children Associated with Armed Forces and Armed Groups
CBO	Community-Based Organization
CRS	Catholic Relief Services
CYPEP	Community Youth Peace Education Program (Liberia)
DCT	Drama for Conflict Transformation
DFID	Department for International Development (United Kingdom)
DOL	U.S. Department of Labor
EDC	Education Development Center
ELSA	Education and Livelihoods Skills Alliance
EMDR	Eye Movement Desensitisation and Reprocessing
EQuALLS	Education Quality and Access for Learning and Livelihood Skills
FAO	Food and Agriculture Organization of the United Nations
FCSC	Family and Children Service Center
FGN	Federal Government of Nigeria
GEMS	Growth Employment in States (Nigeria)
HED	Higher Education for Development
ICT	Information and Communication Technology
IDEJEN	Haitian Out-of-School Youth Livelihood Initiative
INEE	Inter-Agency Network for Education in Emergencies
IRC	International Rescue Committee
IYF	International Youth Foundation
JCC	Jóvenes Constructores de la Comunidad
KYDP	Kosovo Youth for Democracy and Peacebuilding
LEAP	Local Empowerment for Peace (Kenya)
LFL	Learning for Life (Afghanistan)
LIT	Livelihoods Initiative for Tomorrow (South Sudan)
MENA	Middle East and North Africa
MYG	Manyani Youth Group
NGO	Non-Governmental Organization
OECD	Organisation for Economic Co-operation and Development
PAS	Prepara Ami ba Serbisu (Prepare Us for Work) (Timor-Leste)
PSM	Propensity Score Matching
SKYL	Support for Kosovo's Young Leaders
SMS	Short Message Service
RtP	Right to Play
TOC	Theory of Change
TP	Transformation Program

TVET	Technical and Vocational Education Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WB	The World Bank
WFP	World Food Programme
WHO	World Health Organization
WINGS	Women's Income Generating Support
YES	Youth Education for LIFE Skills (Liberia)
YDRC	Youth Development Resource Center
YTP	Youth Theater for Peace

GLOSSARY OF TERMS

Accelerated Learning: These are programs that allow youth to complete a number of years of education in a shorter time period—often used in emergency and post-conflict situations. These methods are learner-centered and participatory, and often help learners to discover information and knowledge on their own (Baxter, P. & Bethke, L., 2009, p. 45-46).

Alternative Education: An alternative to formal education based on public school. These programs respond to a range of youth development needs, including social integration, crime prevention, democracy building, girl's education, workforce development, and health education, among many others. These programs have been characterized by creativity, and by a profusion of partners from other sectors of government and from civil society, including communities, private business, and volunteers. The approaches and methodologies used are unconventional to the extent that they are usually not part of national education strategies (Siri, C., 2004. P. 2-3).

At-Risk Youth: Youth who face environmental, social, and family conditions that hinder their personal development and their successful integration into society as productive citizens (Cunningham, W., McGinnis, L. Garcia Verdu, R., Tesliuc, C. & Verner, D.; 2008, p. 30).

***Basic Education*:** All program and policy efforts aimed at improving pre-primary education, primary education, and secondary education (delivered in formal or non-formal settings), as well as programs promoting learning for out-of school youth and adults. Basic education includes literacy, numeracy, and other basic skills development for learners (USAID, 2009; p.1).

***Case Study*:** A method for learning about a complex instance, based on a comprehensive understanding of that instance obtained through extensive description and analysis of that instance taken as a whole and in its context (Morra, L., & Friedlander, A.; 1999, p. 3).

Cost-Benefit Analysis: A study of the relationship between project costs and outcomes, with costs and outcomes expressed in monetary terms (Rossi, P.H. & Freeman, H.E.; 1993, p. 2)

***Cost-Effectiveness Analysis*:** A study of the relationship between project costs and outcomes, expressed as costs per unit of outcome achieved (Rossi, P.H. & Freeman, H.E.; 1993, p. 2).

Disarmament: The collection, documentation, control and disposal of small arms, ammunition, explosives, and light and heavy weapons from combatants and often from the civilian population (United Nations Peacekeeping; n.d.).

Demobilization: The formal and controlled discharge of active combatants from armed forces and groups, including a phase of "reinsertion" that provides short-term assistance to ex-combatants (United Nations Peacekeeping; n.d.).

***Disaster Risk Reduction*:** The concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events (Sphere Project; 2011, p. 14).

***Entrepreneurship*:** The capacity and willingness to undertake conception, organization, and management of a productive venture with all attendant risks, while seeking profit as a reward (Weidemann Associates, Inc., 2001; p. 7).

***Evaluation*:** Evaluation is the systematic collection and analysis of information about the characteristics and outcomes of programs and projects that is used as a basis for judgments, to improve effectiveness, and/or inform decisions about current and future programming. Evaluation is distinct from assessment, which may be designed to examine country or sector context to inform project design or an informal review of projects (USAID Evaluation Policy; 2011, p. 1).

***Evidence*:** The factual basis for programmatic and strategic decision making in the program cycle. Evidence can be derived from assessments, analyses, performance monitoring, and evaluations. It can be sourced from within USAID or externally, and should result from systematic and analytic methodologies or from observations that are shared and analyzed (USAID, 2012a; p. 65).

Experimental or Randomized Designs: An evaluation design generally considered the most robust of the evaluation methodologies. By randomly allocating the intervention among eligible beneficiaries, the assignment process itself creates comparable treatment and control groups that are statistically equivalent to one another, given appropriate sample sizes. This is a very powerful outcome because, in theory, the control groups generated through random assignment serve as a perfect counterfactual, free from the selection bias issues that exist in all evaluations (The World Bank; 2011).

Formal Education: Education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous 'ladder' of full-time education for children and young people, generally beginning at age five to seven and continuing up to 20 or 25 years old. In some countries, the upper parts of this 'ladder' are constituted by organized programs of joint part-time employment and part-time participation in the regular school and university system: such programs have come to be known as the 'dual system' or equivalent terms in these countries. Formal education is also referred to as initial education or regular school and university education) (UNESCO, 1997).

Gender Integration: This is a process of identifying and then addressing gender inequalities during strategy and project design, implementation, and monitoring and evaluation (USAID; 2012b, p. 3).

Impact Evaluation: An evaluation design that measures the change in a development outcome that is attributable to a defined intervention; impact evaluations are based on models of cause and effect, and require a credible and rigorously defined counterfactual to control for factors other than the intervention that might account for the observed change. Impact evaluations in which comparisons are made between beneficiaries that are randomly assigned to either a treatment or a control group provide the strongest evidence of a relationship between the intervention under study and the outcome measured (USAID Evaluation Policy; 2011, p. 1).

Internally Displaced Persons: Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of, or in order to, avoid the effects of armed conflicts, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border (Inter-Agency Standing Committee; 2010, p. 508).

Livelihoods: The means by which households obtain and maintain access to the resources necessary to ensure their immediate and long-term survival. These essential resources can be categorized into six categories: physical, natural, human, financial, social, and political (USAID, 2005; p. 2).

Life Skills: These skills (sometimes known as soft skills) fall into three basic categories: (1) social or interpersonal skills (which may include communication, negotiation and refusal skills, assertiveness, cooperation, and empathy); (2) cognitive skills (problem solving, understanding sequences, decision making, critical thinking, and self-evaluation); and (3) emotional coping skills (including positive sense of self) and self-control (managing stress, feelings, and moods). (Naudeau, S., Cunningham, W., Lundberg, M., McGinnis, L.; 2008, p. 81)

Non-Formal Education: Any organized and sustained educational activities that do not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programs to impart adult literacy, basic education for out-of-school children, life skills, work skills, and general culture. Non-formal education programs do not necessarily follow the "ladder" system, and may have differing duration (UNESCO, 1997).

***Peace-Building*:** Medium- and long-term measures aimed at setting up mechanisms of peaceful conflict management, overcoming the structural causes of violent conflicts, and thereby creating the general conditions in which peaceful and just development can take place (Leonhardt, M.; 2001, p. 8).

Performance Evaluation: An evaluation that focuses on descriptive and normative questions such as what a particular project or program has achieved (either at an intermediate point in execution or at the conclusion of an implementation period); how it is being implemented; how it is perceived and valued; whether expected results are occurring; and other questions that are pertinent to program design, management, and operational decision making. Performance evaluations often incorporate before-after comparisons, but generally lack a rigorously defined counterfactual (USAID; 2011, p. 1).

Protection: All activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of the relevant bodies of law, namely human rights law, international humanitarian law, and refugee law (Inter-Agency Standing Committee; 2010, p. 7).

Quasi-Experiment: A research design for assessing impact in which "experimental" and "control" groups are formed non-randomly (Rossi, P.H. & Freeman, H.E.; 1993, p. 214).

Reconstruction: The process of rebuilding degraded, damaged, or destroyed political, socio-economic, and physical infrastructure of a country or territory to create the foundation for longer-term development (US Joint Forces Command & Department of Defense; 2008, p.3).

Refugee: A person who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it (UN; 2011, p. 14),

Reintegration: The process by which ex-combatants acquire civilian status and gain sustainable employment and income. It is a political, social, and economic process with an open time frame, primarily taking place in communities at the local level (United Nations Peacekeeping; n.d.).

Security: The establishment of a safe and secure environment for the local populace, host nation military, and civilian organizations as well as U.S. Government and coalition agencies, which are

conducting stabilization, security, transition, and reconstruction operations (US Joint Forces Command & Department of Defense; 2008, p.2).

Stabilization: Activities undertaken to manage underlying tensions; to prevent or halt the deterioration of security, economic, and/or political systems; to create stability in the host nation or region;, and to establish the preconditions for reconstruction efforts (US Joint Forces Command & Department of Defense; 2008, p.2).

Technical/Vocational Training for Employment: The creation and sustenance of career-enhancing education and training programs that are responsive to the current and future labor needs of local, regional, and international employers, both formal and non-formal (USAID, U.S. State Department, Standardized Program Structure and Definitions, 2010).

Transition: A passage from one state or stage to another. A successful transition is one in which the shift from providing direct life-saving services to working under the leadership of and in partnership with national authorities as they develop systems and capacities is managed in a way that does not create further vulnerabilities. A well-managed shift, which often involves the simultaneous delivery of humanitarian assistance and fast-tracked recovery program that consolidate peace dividends; helps reduce vulnerability and long-term reliance on relief, laying the foundations for sustainable development (UNDP, UNFPA, UNOPS, & UNICEF, 2011).

Work Readiness Skills: Skills that help youth find and obtain employment, such as the ability to describe abilities and interests, set career goals, write a resume, search for a job, and contact employers (Education Development Center; 2012, p. 23).

PURPOSE OF THE PAPER

This paper, commissioned by USAID's Office of Education in the Bureau for Economic Growth, Education, and the Environment (USAID/E3/ED), provides a summary of the latest research on youth education in crisis- and conflict-affected settings. First, it describes the unique situation of youth in crisis- and conflict-affected environments. It then discusses the role of education and youth engagement in these contexts. An analysis of the trends in the field to increase positive youth outcomes is also included. Next, the paper presents a framework for investigating the impact of interventions focused on youth outcomes,[1] as well as evidence from the research. Lastly, areas in need of further investigation are identified in order to assist USAID/E3/ED in setting priorities for future research and evaluation activities.

USAID/E3/ED will use this information to create a research and evaluation agenda focused on youth that underscores USAID Education Strategy Goal 3: "Increased equitable access for 15 million learners in environments affected by crisis and conflict by 2015." It is hoped that this agenda will contribute to a growing evidence base for the design of future USAID youth education programs in crisis- and conflict-affected environments, and will also guide USAID Missions in designing their evaluations of such programs. USAID has made great strides toward ensuring that its programs are based on strong evidence through publication of its recent Project Design Guidance and Evaluation Policy, which discuss the importance of incorporating strong monitoring and evaluation techniques into program design (USAID, 2011d).

USAID also intends to use this research and evaluation agenda in coordination with other donors, governments, practitioners, and youth stakeholders to build up an evidence base regarding what works in youth education in crisis- and conflict-affected environments. In addition, two other briefing papers have been created on the topics of youth workforce development programming and holistic, cross-sectoral youth development (USAID, 2013a & b).

BACKGROUND

This paper is based on a literature review of 33 studies that were published between 2001 and 2012 on the topics of youth education in crisis- and conflict-affected environments; formal, non-formal, and informal education; school-to-work transition; peace-building and conflict resolution; youth engagement, participation, and empowerment; and workforce development and livelihoods. Information compiled from 9 interviews with key thought leaders in the field of youth education in conflict environments, consultations with USAID staff experts as well as other policy makers and practitioners, and a desk review of 14 major donor organizations that support this field is also included. (See Appendix A for a full list of interviewees.)

Youth education in crisis- and conflict-affected environments is a relatively new field, and publicly available research on this topic is limited. A literature sample was built through web searches (including journal article search engines), bibliography scanning, and word of mouth. The large majority of the studies in the literature review focus on projects that provide youth in these contexts with learning interventions aimed at helping them achieve positive developmental outcomes. The holistic and comprehensive nature of interventions used is an indication of the varying needs of youth in crisis- and conflict- affected environments.

[1] This paper focuses on youth outcomes vs. community or institutional capacity because there were very few studies that clearly identified the impact of youth education on these larger systems.

Where possible, rigorous evaluation findings using experimental design are examined; however, other types of research efforts (e.g., quasi-experimental, performance evaluations, cross-sectional survey) are also included. Appendix B provides an evidence table summarizing each of the articles or reports included in the review. The studies are organized by whether they included programs with multiple intervention components (23 studies), focused on basic education only (5 studies), or concentrated on civic education and engagement. Within these headings, the references are listed by year of publication, starting with the most recent.

Donor organizations were chosen for investigation after a review of several documents to identify a representative selection of major donors in the field; items reviewed included JBS International's "Supporting Youth: An Inventory of Funders, Implementers, and Research Institutions," the International Rescue Committee's "Youth and Livelihoods Annex: Investing in a Youth Dividend," and Open Society Institute's "Mapping of Donors Active in the International Youth Sector" (USAID, 2012e; IRC, 2012; Ohana, 2010). The list of donors is by no means comprehensive. Ultimately, this exercise intends to identify research priorities for donors with significant investments in youth programming so as to provide information about gaps in the research and opportunities for collaboration.

YOUTH IN CRISIS- AND CONFLICT-AFFECTED ENVIRONMENTS

Youth are an important sub-population in crisis-and conflict-affected environments, and they experience life quite differently from young people in other parts of the world. Their unique circumstances influence the kinds of programming necessary to serve them.

Definitions of youth vary widely. In fact, in many cultures youth are identified based on their level of responsibility to family and community. Most organizations, however, use some type of chronology to describe the population. The African Union defines youth as persons between the ages of 15 and 35 years, whereas the World Health Organization identifies youth as those between 10 and 19 years (USAID, 2012c). The World Bank, the United Nations Development Programme (UNDP), and the International Youth Foundation (IYF) define the age range of youth as 15-24 years (African Union, 2006). The recently released USAID Youth in Development Policy defines youth as those persons 10-29 years of age (USAID, 2012). The truth is that the chronological definition of youth is less appropriate in crisis- and conflict-affected environments than elsewhere. (See Appendix C for more on the definitions of crisis- and conflict-affected environments.) The unique aspects of these contexts, where youth face "a simultaneous transition: from conflict and childhood, to peace and adulthood," adds further complexity to the definition of youth (The World Bank, 2005).

Due to extreme experiences and severe atrocities, many youth have lost their childhood, and they cannot be adequately categorized by age alone (Ebata et al. 2005). Many youth, particularly unaccompanied minors, often do not actually know how old they are, and have no family or paperwork to provide this information (Inter-Agency Network for Education in Emergencies, personal communication, July 2012). In addition, the effects of conflict often hinder transition of youth into adulthood (i.e., maintaining a household, securing assets, gaining independence, and self-sustenance). Many youth, especially males, in these contexts are often stuck in this "waithood" or "youthman" stage (Sommers, 2012; Utas 2005), and this social stagnation contributes to tremendous frustrations and loss of hope.

In some crisis situations, such as areas struggling with HIV/AIDS and gang violence, youth experience high levels of family disintegration. Youth are then thrust into adult roles becoming heads of household due to loss of parents and separation of families (Kirk, 2007; UNICEF, 2001). The lack of family also seems to permeate the lives of youth in conflict areas characterized by gangs. In a recent assessment of at-risk youth in Nicaragua, one of the primary risk factors identified as leading youth to illicit activities was the disintegration of family and community ties (Aramburu, et al., 2012). In these conflict environments, disengaged out-of-school youth, mostly gang members, are responsible for a host of crimes including homicide, rape, and sexual abuse. In Nicaragua for example, nearly half of the persons arrested in connection with homicides are between the ages of 15 and 25 (The World Bank, 2011). As such, engaging youth in educational or learning activities in these contexts can be very difficult and often requires alternative, flexible strategies (EQUIP3, 2012).

Marginalized populations of youth exist in these environments, including females, unaccompanied minors, and those with disabilities or HIV (INEE, personal communication, July 2012). Females tend to be marginalized in most developing country contexts; however, in these complex situations, they face triple marginalization: adverse poverty, sexual abuse or violence, and exclusion from such activities as education and leadership. Youth with disabilities or HIV also face hardships and receive very little help. The effects of war can be the root cause of both "visible" (physical) and "invisible" (cognitive, mental) disabilities (Ellingsen & Thormann, 2011). As a result, creating targeted programming that meets the needs of these particular populations is critical in these environments.

Finally, youth are often viewed as threats in circumstances where conflict exists (Ebata, et.al., 2005). Some researchers argue that demographic "youth bulges" and other economic and social factors may make countries more prone to violence because masses of idle youth are catalysts that spark vulnerable states into conflict (Collier & Hoeffler, 2000; Urdal, 2004). Many instances of violent conflict are even interpreted as having been an outlet for youth's deep underlying grievances. Of course, this perception is largely focused on young males, with young women often seen as victims. However, female youth can actually be instigators of violence and have been known to act as suicide bombers (Herath, 2011; USAID, 2005). The women combatants of the Liberation Tigers of Tamil Eelam, who make up as much as a third of the fighting forces, are an example of women actively taking part in hostilities (Herath, 2011).

The varying definitions of youth and the unique struggles of crisis- and conflict–affected environments add a high degree of complexity to programming for this population. Interventions need to be flexible and targeted to the needs of special populations. Overall, programs must be sensitive to the various contexts and should draw upon conflict analysis processes. They should also work creatively to engage youth who are often desperately in need of direction and purpose.

THE ENGAGEMENT OF YOUTH IN EDUCATION

Despite the critical challenges of youth in conflict environments, many believe that positive inroads can be made if youth are viewed as having the potential to contribute to their own development. Much of the emerging literature even suggests that youth should be considered problem solvers rather than problems to be solved, as illustrated in Table 1 (Rodgers, 1999). Instead of being viewed as a potential threat, youth should be viewed as a population that can be engaged to contribute to positive change. In some refugee camps, for example, young people who have a secondary education degree often serve as primary education teachers and are the only resource (INEE, personal communication, July 2012).

Table 1: Youth in the Development Process

Traditional view	***Emerging view***
Youth as threats	Youth as engines of growth
Youth as vulnerable	Youth as catalysts
Youth as a residual category	Youth as central to sustainable development
Youth as marginalized	Youth as drivers of development
Youth as victims	Youth as protagonists
Youth as followers	Youth as innovators
Youth as leaders of tomorrow	Youth as leaders today

Source: RTI. (2005) Advancing Youth Development in Fragile States

Youth as change agents in their own development can be tapped to achieve various positive outcomes for their communities and themselves because of their enthusiasm, energy, creativity, and motivation to make things better. The groundbreaking Graça Machel report of 1996 on the effects of war on children demonstrated that the harrowing nature of violent conflict leaves children and youth with deep scars that hinder their ability to reintergrate and become productive members of their societies. Despite the severity of their experiences and the fragility that surrounds them, youth in crisis- and conflict-affected environments have been shown to be resilient, willing, and able to participate in their development.

Resilience theory, the understanding that humans have "the ability to overcome adverse conditions and to function normally in the face of risk," is of particular relevance to these environments (Liebenberg & Ungar, 2011). For example, research shows that when former child soldiers in Mozambique and Uganda were provided with rehabilitative and psychosocial supports and embraced by their communities, they became productive adults (Boothby, et.al., 2006; Blattman, 2010). Recent adolescent brain research by the Jim Casey Foundation (2011) also suggests that deeply traumatized youth can become productive citizens. According to this research, the human brain has the capability to be rewired well into adolescence and adulthood, instead of stopping at age 3 as previously thought. The "neuroplasicity"[2] of the brain of a traumatized young person allows him to remove old neural pathways (e.g., associations of trauma and abuse) and change the strength of existing ones (e.g., healthy relationships). The resilience of youth should

[2] Neuroplasticity refers to the ability of the brain to alter its structure in response to experience (Garland & Howard, 2009).

therefore be directed and nurtured, with youth being seen as a resource and partner in positive development.

Ensuring that youth are engaged in positive learning activities has been promoted as the key to achieving positive youth outcomes in these environments. Indeed, a positive, nurturing environment that offers a safe space such as a school has been shown to mitigate violence and help in a youth's development. In a longitudinal study conducted in the United States, findings show that youth who are connected to school are half as likely to engage in violent activity as those who are not connected to school (Blum, 2006). One caveat, however, is that in crisis- and conflict-affected contexts, education can be used for positive purposes or it can be the root cause of the problem.

Many researchers and implementers discuss the fact that education can have "two faces" or alternative uses in complex environments (Barakat & Urdal, 2009; Bush & Saltarelli, 2000; Dupuy, 2010; Kirk, 2011; Miller-Grandvaux, 2009). When used positively, education can help promote peace, provide safe environments, and bridge the gap between humanitarian assistance and sustainable development (Barakat, et. al., 2008; Barakat & Urdal, 2009). However, if not used responsibly and monitored properly, education can be exclusionary, oppressive, a site of corruption, or serve as propaganda for extremism (Miller-Grandvaux, 2009).

The key to positive growth for youth and their communities in a post-crisis/conflict environment seems to be keeping young people engaged in safe and productive activities so that they avoid violent, anti-social, destructive behavior and have hope for the future (Cunningham, 2008; WRC, 2008). Many suggest that this productive use of time should involve a safe location, caring adults, and a chance to contribute positively to helping to rebuild the community and country (Gambone, et.al, 2002; IYF, 2002; Lerner, et.al, 2005; National Academy of Sciences, 2005).

Education delivery methods in these environments can be formal or non-formal. (See Table 2.) Formal education involves in-school programs and instruction, typically in brick-and-mortar buildings, but it can also be delivered in semi-permanent settings such as tents or tree-shaded areas. However, due to weak systems and destruction of institutions and infrastructure in crisis- and conflict-affected environments, education is usually delivered using non-formal methods in which the focus is on providing more flexible, accelerated learning coupled with job-readiness skills (Chaffin, 2010).

Table 2: Youth Education and Learning Modalities

Formal	Non-Formal
• In-school school-to-work programs/ K-12 • Secondary technical schools • Technical colleges • Professional colleges • Community colleges • Vocational training schools • Secondary professional schools • Post-secondary non-degree colleges and institutions • Youth mentoring • Apprenticeships	• Out-of-school youth programs • Drop out programs (accelerated learning and functional literacy) • Vocational training centers • Job placement/employment service centers • Centers for regular education, providing short vocational training courses • Polytechnic education/career orientation • General technical training and employment consultation centers • Youth mentoring • Apprenticeships

Source: Based on Ignatowski, et.al. (2009) Workforce Development Programming along the Educational Spectrum

Non-formal education for youth usually takes the form of short-term technical and vocational education training (TVET) but can also include some basic education components (e.g. literacy, writing, math), conflict mediation, life skills, and health education (Lamoureaux, Kennedy and Nguyen, 2004). In these environments, youth needs are so great in so many sectors (e.g. education, employment, health, etc.) that holistic, comprehensive programs are necessary (EQUIP3, 2012; Save the Children 2006; UNESCO 2001). Moreover, program delivery that makes the school-to-work transition easy by offering flexible, accelerated education on a variety of topics can help give youth the necessary skills to positively contribute to their own development (Chaffin, 2010).

FRAMING YOUTH PROGRAMING IN CRISIS- AND CONFLICT-AFFECTED ENVIRONMENTS

While there are few rigorous studies available on youth development and learning strategies in crisis- and conflict-affected environments, there is considerable interest in gathering more evidence. During the literature review, nine upcoming evaluations were found on the topic—six of which plan to use experimental design. (See Appendix B for a list of studies underway.) As researchers begin to understand more about these programs and their impacts, they can identify relationships between interventions and specific development outcomes. The mapping of this causal relationship provides an organizing tool for understanding how different types of outcomes are achieved through the implementation of different strategies.

In crisis- and conflict-affected environments, numerous emerging theory of change (TOC) models remain untested. One set of hypotheses, developed by Mercy Corps (2010), describes how the positive engagement of youth will enable them to pass through important life transitions. The expectation is that programs focused on serving youth in crisis- and conflict-affected environments would have a positive impact on income, employment, connection to community, and/or sense of purpose, and thus would mitigate their involvement in violence. Other frameworks offer similar expectations with the hope that youth will become physically and emotionally healthy and safe; socially and civically connected; and academically and vocationally productive (Ready by 21, 2002). There are also efforts underway by organizations such as the Organisation for Economic Co-operation and Development (OECD) and USAID to develop TOC matrices that include indicators or measurements (OECD, 2007; Nan & Mulvihill , 2010).

Building upon such hypotheses, the studies reviewed for this paper measured a variety of initial youth outcomes starting with access to basic education (14 studies) and employability and life skills development (11 studies). Intermediate outcomes—such as attitudes (12 studies), health behaviors (8 studies), educational outcomes (10 studies), and employment (8 studies)—were of high interest in many of the investigations. (See Table 3.) Overarching outcomes such as increased tolerance (16 studies) and lower propensity for violence (12 studies) were also measured. It could be argued that the outcomes identified in Table 3 could be categorized differently; however, this is a best attempt to paint the picture of an outcomes progression for youth in crisis- and conflict-affected environments.

Table 3: Youth Education in Crisis- and Conflict-Affected Environments Outcomes from the Research[3]

	Outcome	Specific Measurements
Overarching	Increased tolerance [16 studies]	✓ Use of mediation and conflict resolution skills to settle disputes ✓ Better understanding of peers from different ethnic backgrounds ✓ Better understanding of adults in the community ✓ Better understanding of the government ✓ Awareness of civil and democratic rights ✓ Feeling of empowerment and purpose
	Lower propensity for violence[12 studies]	✓ Reintegration and demobilization of violent youth ✓ Less likely to enroll in violent groups ✓ Less likely to participate in illicit activities ✓ Less aggression
Intermediate	Assets and earnings [5 studies]	✓ Assets and savings ✓ Earnings through outside employment or self-employment
	Employment [8 studies]	✓ Employment status ✓ Employment rate ✓ Successful business developed
	Continued education [4 studies]	✓ Re-enrollment or retention in basic education program ✓ Enrollment in vocational training
	Educational outcomes [10 studies]	✓ Reading, writing, math
	Positive health behaviors [8 studies]	✓ Use of protection to prevent sexually transmitted diseases ✓ Increased personal hygiene
	Positive feelings and attitudes [12 studies]	✓ Lower levels of depression ✓ Feeling of safety ✓ Increased confidence or self-esteem
Initial	Employability and life skills [11 studies]	✓ Business skills for entrepreneurs ✓ Life skills ✓ Civic engagement skills ✓ Computer skills ✓ Job search or interview skills
	Access to basic education [14 studies]	✓ Enrollment in basic education program

Source: Authors

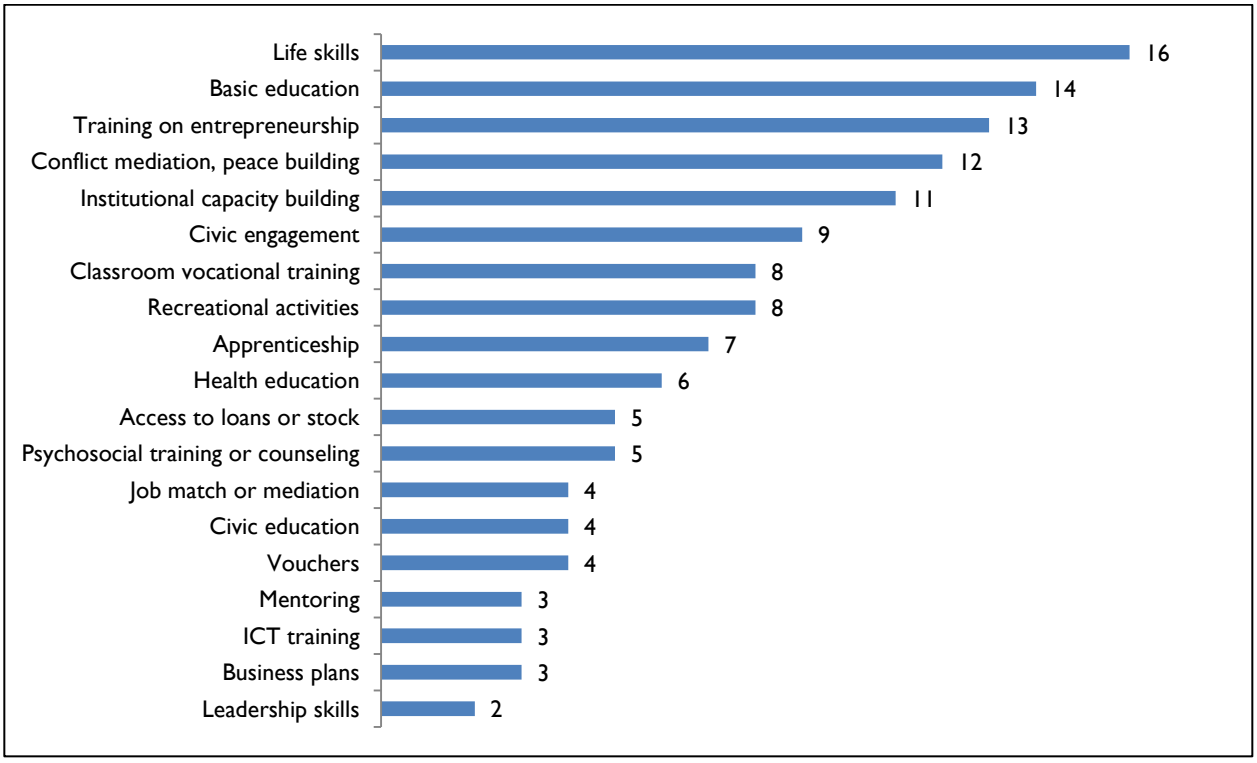
[3] Most of the studies included in this review did not disaggregate their findings by age, but refer to their samples as "children," "youth," "adolescents," and "adults." Since the definition of youth sometimes spans all of these categories, findings that are not disaggregated by age range but make a reference to school-to-work transitions and are assumed to include some youth in their samples.

When discussing the inputs and activities of a logic model, one asks: What interventions are needed to achieve these outcomes? What resources and institutional infrastructure are required to conduct the program activities? What regulations and other policies are required to sustain the change?

In crisis- and conflict-affected environments, program components aimed at youth are as diverse as they are numerous, with an average of about 5 interventions offered per program. (See Graph 1.) In the literature scan, access to basic education and life skills emerged as the most commonly used intervention components (14 and 16 interventions, respectively). Employment promotion in these contexts is also important, and general training on entrepreneurship was a tool used quite often to prepare youth for work (13 interventions). With some studies focused primarily on peacebuilding and civic engagement, the number of interventions using these strategies was quite high (12 and 9 interventions, respectively). Institutional capacity-building components were used nearly as often due to the context of vulnerability, which makes it necessary for programming to include such features as teacher training and equipment provision (11 interventions).

Classroom vocational training and recreational activities were implemented by a number of programs (8 interventions), while apprenticeship was also quite common (7 interventions). To a lesser degree, health education, youth friendly loans, and psychosocial training or counseling (5-6 interventions) were used. Job matching services, civic education, and vouchers (e.g. stipends for training, child care, transportation) were all included in 4 interventions. Mentoring, ICT training, business plan development, and leadership skills were used less often (2 or 3 interventions).

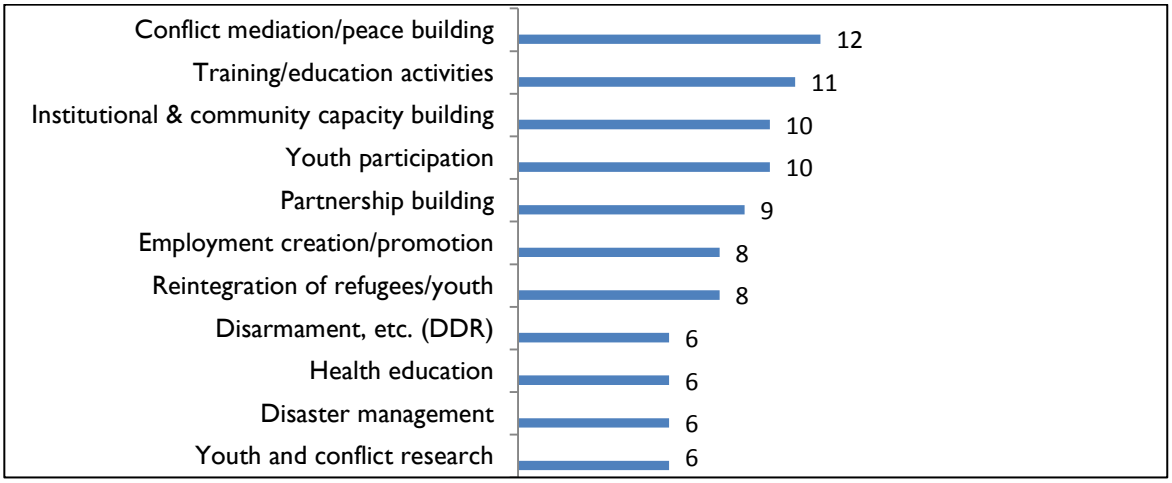
Graph 1: Most Common Youth Intervention Components



The difficulty with comprehensive programs is in identifying which intervention components work at achieving what outcomes. Equally challenging is being able to identify what components are effective for particular populations of youth. Very few of the available studies attempted to determine causality between interventions and outcomes; even when more rigorous evaluation designs were used, the results did not isolate the effectiveness of specific components. This analysis points to the need for more and better research to identify which intervention components offer the most impact for specific youth outcomes in conflict settings.

The strategies that donors invest in most are shown in Graph 2. They are presented in order, from those most often identified by donors to those least identified.

Graph 2: Top Donor Strategies for Youth in Crisis and Conflict Settings



Conflict mediation activities are intended to reduce the violence in these settings and can include ethnic integration in school systems, peace education in school curricula, opportunities for youth to gather in neutral settings, and establishment of systems of conflict resolution. Better inclusion of youth in peace-building processes is a high priority (CIDA, 2010; SDC, 2011; UNICEF, 2012). Youth empowerment and participation in the activities of governments as well as non-governmental organizations (NGOs) is crucial to keeping them engaged in positive activities and making their voice known. There are many international organizations that include youth in their work and in their communities through leadership training, community mobilization activities, and the facilitation of rebuilding efforts (DFID, 2010; World Bank, 2010; Eurasia, 2010).

In conflict-affected environments, donors and other international development organizations work quite commonly on training and education programs, which include basic education (reading, writing, mathematics) and workforce development (employability skills, technical skills) for youth (CIDA, 2010; DFID, 2010; SDC, 2011). One area of concern is the lack of job match and mediation services. So while young people may come out of a program with good skills, they find it very difficult to actually secure a job. This is especially true for those "harder to hire" youth who may be previous gang members.

This is also why so many organizations work on demand-side issues or employment creation—so that they can create more local work opportunities for youth. In these environments, the process of rebuilding institutions can hinder the job prospects for youth even more than usual since the infrastructure for employment may not be in place. Often reintegration of refugee youth also includes livelihoods

programming and skills training for this reason. Fortunately, a more recent trend has been to emphasize market assessments in all interventions so that graduating youth will have the skills required by local employers.

Building institutional and community capacity is also a focus area for many donors and international development organizations (CIDA, 2010; DFID, 2010; World Bank, 2010). These activities usually include provision of infrastructure and equipment, teacher training, school supplies and learning materials, curricula development, and partnership building with the community. One difficulty noted by some key informants includes the lack of progress in developing a strong indicator for measuring the impact of institutional capacity building efforts. Unfortunately, this is exactly what is needed to help programs reach scale and sustainability—another common concern of providers.

Empowering local actors and building partnerships is also a focus of international development agencies in crisis- and conflict-affected environments (Open Society, 2012; UNICEF, 2012; World Bank, 2010). Working in partnerships allows organizations to help promote sustainability by combining resources. In addition, working with various partners to build youth- focused interventions allows them to capitalize on their diverse strengths.

There is increasing agreement in the literature that all programming should be conducted using a conflict-sensitive lens (INEE, 2009; UNESCO Institute of Statistics, 2010; USAID, 2012d). Conflict-sensitive programming is emphasized in order to prevent interventions from causing or exacerbating conflicts. The necessary steps include building the intervention only after having a strong understanding of the context and how the invention might interact with the context. It also requires planning to incorporate ways to continually monitor and evaluate the situation.

According to the United States Institute of Peace Conflict Sensitivity Consortium, conflict-sensitive analysis involves an in-depth assessment of the "how," "when," and "who" regarding the causes and origins of the conflict. Solid programming can only be built after understanding what grievances caused the conflict and what needs to be achieved to bring about a solution. One can then conceptualize the goals of the project more accurately.

EVIDENCE FROM THE RESEARCH

Findings from the literature scan are organized according to the outcomes identified in Table 3, moving from initial to longer-term outcomes for youth: *Access to Basic Education; Employability and Life Skills; Positive Feelings/Attitudes and Positive Health Behaviors; Educational Outcomes, Continued Education, Employment, and Assets/Earnings; and Lower Propensity for Violence and Increased Tolerance*. Multiple types of designs were used for the studies summarized in this analysis. Yet the challenge of knowing what part of the intervention led to the successful results cannot be overstated since none of the evaluation methodologies isolated specific interventions and their linkages with the observed results.

A majority of the evaluations conducted were considered performance evaluations (23, or 70 percent), meaning that there was no control or comparison group identified; this makes it difficult to interpret the relative impacts of the interventions. Few studies reviewed used experimental design (e.g. randomized control group) or quasi-experimental (e.g. non-randomized control or comparison group). The remaining studies examined were either case studies or a cross-sectional survey. None of them established the linkages between specific intervention components and results.

In addition, while it would have been helpful to identify which populations benefited the most from the programming offered, most of the research did not make data available by gender or offer other specific characteristics of the youth served. In fact, in many of the studies the age of the target youth population was not clear. In a number of instances the intensity of the crisis or conflict was so extreme that programs served large numbers of youth who had been displaced and had very little personal information available (e.g. birthdate).

Access to Basic Education

> Access to basic education is increased through the use of technology and decreasing the distance between home and school.

One of the most common components of interventions used in the studies was basic education, and in five of the studies, basic education was the primary component offered (Beltramo & Levine, 2010; Burde & Linden, 2010; Nordveit, 2005; Population Council, 2010; Zelaya, et.al., 2010). Nine of the multi-component strategies also incorporated some type of reading, writing, or math instruction (Anastacio, 2006; Blattman & Annan, 2011a; Buj, et.al., 2003; Cook & Younis, 2012; Fauth & Daniels, 2001; Hamilton, et.al., 2011; Right to Play, 2011; Janke, et.al., 2012; Whalen, 2010).

Some programs incorporated technology mechanisms such as mobile phones and radio programs for delivering educational content (Beltramo & Levine, 2010; Zelaya, et. al., 2010). One project that provided remedial education through the use of radio was the USAID- funded *Educatodos* program in Honduras, which ended up boasting a completion rate of 84 percent for the more than 3,000 students served (Zelaya, et. al., 2010).

In contrast, a study that investigated the value of "community schools" in Afghanistan found that distance was the strongest determinant of school enrollment for youth (Burde & Linden, 2010). In fact, as a result of the program, school enrollment for females rose 50 percent in the communities studied. This indicates that the closer the school, the better the access—especially for females.

Unfortunately, most of the studies did not include data that would allow an analysis of whether "equitable" access to education was offered to various groups of youth. While some studies described the characteristics of the youth population (e.g. at-risk, out of school), it is difficult to clearly identify whether specific displaced or marginalized youth were targeted for services. Also, many programs did not include information on gender or geography (e.g. urban, rural).

Educational Outcomes

> Both formal and non-formal education strategies result in improved reading, writing, and mathematics skills.

It is clear that interventions targeted to increasing basic education skills of youth in crisis- and conflict-affected countries result in the youth having better reading and writing skills at the end of the project (BRAC, 2011; Beltramo & Levine, 2010; Anastacio, 2006; Zelaya, et al., 2010; Burde & Linden, 2010; Nordveit, 2005). When a math instruction component is included, youth are also able to increase their mathematics skills and reach appropriate grade-level equivalencies (Burde & Linden, 2010; Zelaya, et.al., 2010). Usually, results were not disaggregated by gender. However, when they were, the results were mixed with females either outpacing males (Burde & Linden, 2010) or lagging behind (BRAC, 2011).

While the settings for these educational interventions (i.e. classrooms, community centers, non-formal learning groups) differed, the results were similar. In one example, positive outcomes were found for the Community Empowerment Program, which offered a literacy and numeracy program for adolescents ages 15-20 in Senegal through text messaging and SMS community forums. Researchers found that literacy and numeracy test scores were significantly higher for participants than the comparison group (Beltramo & Levine, 2010).

Employability and Life Skills Development

> Life skills training has resulted in increased self-awareness and empathy, as well as, decision making, goal setting, and communication skills for youth.

A handful of studies showed an impact on employability and life skills (Fauth & Daniels, 2001; IYF, 2011; Mercy Corps, 2012; Nordveit, 2005; USAID, n.d.; YouthBuild, 2010). Specifically, proficiencies that make youth marketable in the economy, such as facility with information and communication technology (ICT), the ability to job search, and those related to entrepreneurship (e.g. budgeting, marketing, organization), were found to be effective. Positive findings in this regard were confirmed in Kenya, Nigeria, Senegal and Tanzania, where 62 to 98 percent of participants in Microsoft's Youth Empowerment Program reported that the program's ICT training positively affected their employment prospects (IYF, 2011). In addition, the USAID-funded Support for Kosovo's Young Leader (SKYL) program for adults and youth not only increased life and employability skills, but also led to better communication and relationship-building abilities after participation (Mercy Corps, 2012). This intervention included multiple components such as life skills training, entrepreneurship training, mentoring, apprenticeships, and civic engagement. One study of the Education Quality and Access for Learning and Livelihood Skills project (EQuALLS2) in the Philippines, which focused solely on teaching life skills, found a positive impact on self-awareness, empathy, decision

making, goal setting, and resisting peer pressure (USAID, n.d.).

Civic education was also a key component in many youth programs, and several resulted in increased knowledge about civic activities (Abdalla, 2012; Dahal, Kafle & Bhattarai, 2008; Gouley & Kanyatsi, 2010; Rea, 2011; Shrestha & Gautam, 2010). At the conclusion of the "Kosovo Youth for Democracy and Peacebuilding" (KYDP) project, youth had increased their awareness and information about participatory democracy and respect for human rights (Rea, 2011). In Cote d'Ivoire, results were similar for the "Supporting a Conversation on Youth Leadership" project; participating youth felt that they had considerably improved their knowledge and practical skills in conflict transformation and leadership (Gouley, Kanyatsi, 2010). Both of these interventions were focused solely on civic education and peace-building activities.

Positive Feelings/Attitudes and Positive Health Behaviors

> Multi-component youth programs lead to better self-esteem and lower levels of depression and aggression.

Impacts on young people's self-esteem were found in a number of studies (Hamilton, et.al., 2011; Right to Play, 2011; Whalen, 2010; YouthBuild, 2010). An examination of four multi-component programs (e.g. vocational training, life skills training, mentoring, recreation, conflict mediation) serving unemployed and out-of-school Latin American youth ages 7-20 years found that graduates of the program reported an increase in self-esteem and assertiveness (Hamilton, et.al., 2011). In other evaluations, youth experienced decreased levels of depression and aggression (Blattman & Annan, 2011a; Right to Play, 2011; UNICEF, 2001). This was found in Blattman and Annan's (2011) study of ex-combatant youth in Liberia, a majority of the participants in a reintegration and agricultural livelihood program credited the program's psychosocial training or one-on-one counseling as the component that helped them feel more positive about the future and refrain from aggressive or violent behaviors.

Findings from other studies indicate that youth also experienced increases in healthy behaviors such as personal hygiene practices and protective sexual behaviors as a result of various interventions that included a health education or life skills component (Anastacio, 2006; Right to Play, 2011; Yeager, 2006; Addy & Stevens, 2006; Fauth & Daniels, 2001). Similarly, war-affected Liberian youth who participated in the USAID-funded Youth Education for Life Skills (YES) program, which focused on life skills training, civic engagement, and recreational activities, reported an increase in knowledge and change in attitudes regarding HIV/AIDS and malaria (Addy & Stevens, 2006).

Continued Education, Employment, and Assets/Earnings

> Holistic programs that include a vocational training or entrepreneurship component result in increased job placements for youth.

Several studies showed youth re-enrolling in education or participating in vocational training programs as a result of programming that included such interventions as basic education, life skills training, vocational training, etc. (BRAC, 2011; Fauth & Daniels, 2001; Janke, et.al., 2012; Whalen, 2010; YouthBuild, 2010). In fact, one study showed that females in the sample had an increased interest in education after participating

in a program that included life skills training, civic engagement, and recreational activities (Addy & Stevens, 2006). Similarly, a study of the USAID-funded IDEJEN program in Haiti, which offered a holistic, multi-component intervention, saw close to 50 percent of their participants re-enroll in education or vocational training (Janke, et. al., 2012).

Many programs offered to youth in crisis- and conflict-affected environments aim to provide them with useful skills that quickly improve their employability. Studies show that youth are gaining employment or becoming self-employed after participation in holistic programs that include some kind of vocational or entrepreneurship training (Blattman & Annan, 2011; Cook & Younis, 2012; IYF, 2011; Janke, et.al., 2012; Mercy Corps, 2012; Whalen, 2010; YouthBuild, 2010). In some cases, youth are becoming employed through internships, and in others, they are able to operate a small business or farm. One study showed youth gaining vocational certificates as a result of a workforce training program (Hamilton, et. al., 2011).

In the USAID-funded Somalia Youth Livelihood program (Shaqodoon), a high majority of youth participants (78 percent) who received vocational training were placed in jobs with local employers (Cook & Younis, 2012). In addition, 52 percent of youth who received the program's entrepreneurship training started a business or were placed in other employment opportunities.

While employment seems to influence increases in income and assets for youth, the impact of education and training programs on income or asset levels was not examined often and results were mixed (Blattman & Annan, 2011; BRAC, 2011; Buj, et. al., 2003). Blattman and Annan (2011) found an increase in household durable assets, but not in income or savings, when they studied a holistic program for high-risk youth in Liberia that included vocational training, life skills training, psychosocial education, basic education, etc. . However, the Organization of Migration's support program for ex-combatant children in Colombia and BRAC's Microfinance Multiplied program in Uganda showed direct increases in income and savings after similar kinds of interventions (Buj, et.al., 2003; BRAC, 2011). The BRAC study also reported that females saved less, but most other studies did not disaggregate findings by gender (BRAC, 2011).

Lower Propensity for Violence and Increased Tolerance

> Youth programs increase tolerance and reduce participation in violent activities, especially when they include conflict mediation, peacebuilding, and psycho-social training or support.

A number of evaluations measured the impact of multi-component, holistic programs on reduced violence and increased tolerance, and found that youth decreased their participation in violent and illicit activities as a result of programming (Blattman & Annan, 2011a; Buj, et.al., 2003; Dahal, Kafle, Bhattarai, 2008; Right to Play, 2011; Shrestha & Gautam, 2010; Yeager, 2006; YouthBuild, 2010). Some of these studies attribute this change in behavior to the inclusion of interventions such as civic engagement, civic education, conflict mediation, and peacebuilding. Youth in Afghanistan who received civic engagement and conflict mediation services as part of their Right to Play (2011) program package, reported being better able to manage their anger and to resolve conflicts without resorting to violence. At-risk youth in Liberia and Colombia reported a reduction in illicit behavior as a result of their respective programs, both of which included psychosocial education or counseling (Blattman & Annan, 2011a; Buj, et. al., 2003).

Changes were also noted in youth attitudes about conflict or violence, along with youth having a better understanding of differences in peers and more positive feelings toward community leaders when offered a holistic program that often included civic education or conflict mediation (Addy & Stevens, 2006; Mercy Corps, 2012; Fauth & Daniels, 2001; Yeager, 2006; Nigmatov, 2011; Buj, et.al., 2003; Gouley, Kanyatsi, 2010). In fact, nearly all youth in IREX's Theatre for Peace project in Tajikistan and Kyrgyzstan reported being able to communicate well with people of different ethnicities, religious groups, or nationalities after participation in a program that offered leadership skills, conflict mediation, and recreational activities (Nigmatov, 2011).

Studies also indicate that a wide range of interventions—ranging from civic engagement only to holistic, multi-component programs—have had a positive impact on participants' feelings of belonging and empowerment for youth in conflict-affected environments (Blattman & Annan, 2011a; Cook & Younis, 2012; Shrestha, Gautam, 2010). Five interventions that focused primarily on civic education and civic engagement helped youth better understand the role of government and their civic responsibilities (Abdalla, 2012; Rea, 2011; Gouley, Kanyatsi, 2010; Shrestha, Gautam, 2010; Dahal, Kafle, Bhattarai, 2008). In these studies, youth reported increased civic awareness and involvement in political processes. Through the use of media such as television, radio broadcasts, and printed materials, youth increased their knowledge of civic education and their sense of responsibility as young citizens (Gouley, Kanyatsi, 2010, Dahal, Kafle, Bhattarai, 2008). In fact, researchers found that "The Team," a Kenyan TV drama series, changed the relationship between citizens and their government from one of strife to one of cooperation (Abdalla, 2012).

Capacity Development for Institutions and Communities

In addition to considering youth outcomes, some of the studies discussed impacts on capacity development for institutions and communities. Other research and policy articles consider this topic and are included as supporting literature for this section. While more could be done to identify indicators of success at the systems level, this discussion provides a sense of how these types of outcomes have been measured to date.

When a community or country experiences a crisis, institutional systems are weakened or totally destroyed. In some cases, these systems may have never existed. However, this destruction offers a unique opportunity for "physical and ideological reconstruction" at all levels (UNICEF, 2011; UNICEF, 2010). Creating or recreating the educational system may give citizens the opportunity to change previously prejudiced educational practices including teacher recruitment, pedagogical approaches, curriculum content, and school locations, and to foster a more inclusive educational system (Hilker & Fraser, 2009; Kirk, 2011). What is clear from the literature is that partnering with communities to ensure their engagement is essential to building relevance, sustainability, and ownership (Janke, et. al., 2011; Davis, 2011). For example, a lessons-learned study on the EQUIP3 projects funded by USAID (2012) suggests that working with existing local partners is a better way to implement programs than starting them from scratch. Empowering communities to take a leadership role in implementing positive changes will help to resolve conflict.

A subset of studies included an institutional or community capacity-building component (Hyatt & Auten, 2011; Burde & Linden, 2010; Djeddah, et.al., n.d; Janke, et.al., 2011; Whalen, 2010; UNICEF, 2001, 2009). When targeted on the rebuilding or support of institutions, most of the interventions focused on refurbishing, creating, or building learning or social service centers; training teachers in order to help them update their classroom methodologies; and revising curricula. The existence of the physical structures themselves was often the key to providing youth with a sense of safety and normalcy (Kostelny & Wessells, 2003; Kirk & Winthrop, 2005). In addition, the results of conflict or disaster often create the need not only to retrain previously employed teachers, but also to make sure teachers hired to replace those who have been displaced or died have the proper skills (Shepler, 2011). Replacing outdated curricula with information that helps youth gain needed skills for employment is a common strategy (UNESCO, 2011a). For example, the Complementary Basic Education in Tanzania (COBET) project was developed to provide informal schooling to over-age children by offering numeracy, literacy and life skills.

Findings indicate that as a result of these institutional capacity-building efforts, changes in the physical appearance of buildings and structures are enhanced, as are the management and delivery of services (Hyatt & Auten, 2011; UNICEF 2001). The building of new schools close to communities also seems to be important; as noted above, one study showed that the distance to school dramatically affected school enrollment (Burde & Linden, 2010). Additionally, school feeding programs have acknowledged that educational access was more likely to be achieved when youth and community nutritional or food security needs were met at school (Djeddah, et.al., n.d.). Also, according to one study, teachers' self-esteem and ability to see children as active learners in the classroom were enhanced in a program that offered teacher training as a component (UNICEF, 2001).

Engaging the community by working with government agencies, community-based organizations (CBOs), NGOs, and business leaders has been proven to support the reintegration of youth after conflict and crisis and the achievement of long-term stability (Corazon de la Paz, 2007). For the most part, capacity building in the community involves ensuring that the environments where youth come to learn are supportive and enabling, and that the content of what they are learning is relevant to their lives. This could mean training

the staff of CBOs in the principles of positive youth development, which focus on building youth assets and positive characteristics. It could also include providing support in financial management, program implementation, and monitoring and evaluation. Including youth in leadership roles such as mapping community needs, managing program services, and participating in community service projects has also been a positive strategy (Hyatt & Auten, 2011).

Studies investigating these interventions show an increase in the number of CBOs providing services to youth, improvement in the ability of CBOs to manage and implement programs, and stronger linkages between community partners (Whalen, 2010; Janke, et. al., 2012). One study showed that the number of CBOs providing services to youth had increased 88 percent as a result of the intervention. In addition, 59 percent were able to become formally accredited and register as training providers (Janke, et. al., 2011). In another study, organizations demonstrated an increased capacity to deliver training programs, increased capacity for financial management, and increased profile and reach into their target populations (Whalen, 2010). They also reported improved linkages with other development partners in the district.

Regrettably, measuring institutional and community capacity has proven difficult, and only two studies were found to provide any specific information on the kinds of improvements being made. For example, measuring the number of CBOs may not be particularly indicative of success (Whalen, 2010; Janke, et. al., 2011). Moreover, there is little research on the interaction of different institutions and stakeholders in improving youth educational outcomes. Likewise, there is little information about how programs can positively shift stakeholder incentives and behaviors to benefit youth in a crisis- or conflict-affected setting. Clearly, more needs to be done to identify meaningful indicators of success. Improvement in the quality of and access to services has been a goal for many youth development projects.

GAP AREAS IN THE RESEARCH

Based on this review, several areas were identified for further research in the field of youth education in crisis and conflict, including the need to:

- ***Have more research done in these environments, preferably using rigorous experimental or quasi-experimental designs.*** Several key informants also noted that the development of a stronger set of measurement tools for youth and the collection of longitudinal data would add much value to the evidence base on what works. A lack of safety, transportation, and accessibility to areas and populations of interest often hinder evaluation efforts in these environments (Burde, 2011). Mobility of populations is one of the most challenging aspects of collecting data. Active conflict can make progress more difficult by affecting youth access to services. However, in order to better understand how to provide education to youth in these contexts, more research is needed.
- ***Better understand what makes some youth more resilient than others in these environments.*** A few select organizations appear to be examining the ways in which youth assets or strengths, both internal and external, may influence how young people adapt to traumatic experiences. Beyond simply looking at the quality and impact of an intervention itself, the internal capacities that target youth may or may not possess—such as problem solving and decision making skills or confidence and respect—need to be taken into consideration. External assets such as strong family relationships or community and school connections may be equally important. All of these systems-level characteristics can affect whether and how young people access and benefit from services.
- ***Know what works at increasing youth access to education in crisis- and conflict-affected environments.*** Many key informants stressed the significance of non-formal education strategies in addressing barriers to access. Offering services through more flexible approaches, sometimes using technology as a platform, has proven helpful in many cases. But more research is necessary to better understand what works best for what populations. For example, what strategies are needed to engage former child soldiers, gang members, youth with disabilities, and refugees? Or what should programs have in place to allow young females better access to education considering some cultural barriers?
- ***Know what combination of strategy components will result in positive outcomes for youth in these settings.*** It is clear that a more holistic, cross-sectoral approach has been taken when serving youth in crisis- and conflict-affected environments. While basic education has been a centerpiece, other interventions have also been offered, such as health education, psychosocial support, civic education, and workforce development training. How does education fit within this? Although a few select organizations have collected data linking strategies to outcomes based on theories of change, most studies do not map out those causal relationships. Clearly identifying the outcomes of highest importance for targeted populations (e.g. females, youth with disabilities, out-of-school youth, reintegrated soldiers, refugees) is also an important next step.
- ***Have more information on what works to build youth friendly systems.*** How do we create institutions and communities that better understand the needs of youth and offer supportive services? While there is a great deal of investment put into institutional and community capacity building in these contexts, there has not been enough research on the impacts of those interventions. This is likely due to a lack of strong measurement indicators. What is realistic to expect in the many varied scenarios within the definition of crisis- and conflict-affected-affected? For example, there may be differences in expectations for a war-affected country like South Sudan and a gang-affected country like Nicaragua, or for a complex emergency such as a natural disaster and state instability like Haiti. More needs to be

known about how the context affects the capacity of institutions to provide the services and interventions that work best for youth.

- ***Better understand whether helping youth achieve positive outcomes will build country stability and mitigate violence.*** Many of the interventions offered to youth in crisis- and conflict-affected environments include a conflict mediation and peace-building component to support peace processes and increase the likelihood of stability. Helping youth gain basic education skills, as well as those necessary for employment and healthy lifestyles is also expected to keep them engaged in positive activities and from participating in violence. But not enough research has been done to verify the linkages between shorter-term outcomes (e.g. education, employment) and longer-term benefits (e.g. stability, reduced violence) at the country level. The important larger question to be answered is whether such interventions will help to build peace and stabilize the community and country overall.

CONCLUSIONS: USAID CONSIDERATIONS

Several themes have been developed through this review. First, holistic programming is the mode of choice for achieving youth educational outcomes in crisis- and conflict-affected environments. Most of the studies examined included five or more components, with many of them crossing sectors such as education, workforce development, health, mental health, and civic engagement. Several key informants suggested the importance of adopting a "lifecycle approach" when serving youth in crisis and conflict environments. Having a better understanding of how various program components work together to produce results for youth is essential.

Second, measurement and data collection are particularly difficult in these environments. Having a set of solid tools that could be implemented with varying ages of youth to measure important outcomes such as educational aptitude, assets, and life skills would be beneficial in furthering the evidence base. In addition, finding creative ways to conduct longitudinal measurement would be helpful for linking short-term outcomes with long-term outcomes.

Finally, it is clear that the devastation experienced by a country or community as a result of conflict or natural disaster can require a complete rebuilding effort. This presents a genuine opportunity to engage youth as leaders, to create institutions that better meet the needs of youth, and to incorporate the community voice. More research needs to be done on how these efforts affect the actual development of youth and vice versa. Making the link between positive youth development and country stability also needs to be given more attention.

Through its efforts to develop a youth-focused research and evaluation agenda, USAID has an opportunity to play an important leadership and coordination role in contributing to the base of evidence in youth education in crisis- and conflict-affected environments.

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APPENDICES

APPENDIX A: KEY INFORMANT INTERVIEW LIST

	Date	**Key Informant**	**Organization**
1.	April 6, 2012	Radha Rajkotia	International Rescue Committee
2.	July 3, 2012	Azra Nurkic	Higher Education for Development
3.	July 13, 2012	Saji Prelis	Search for Common Ground
4.	July 18, 2012	Rebecca Wolfe	Mercy Corps
5.	July 19, 2012	Lili Stern and Bob Shepard	U.S. Department of Labor
6.	July 20, 2012	Sweta Shah	Plan International
7.	August 1, 2012	Dario Soto	Trust for the Americas
8.	August 8, 2012	Paul Sully	Education Development Center, Inc.
9.	August 16, 2012	Noel Selegzi	Open Society

APPENDIX B: EVIDENCE TABLE

Interventions with Multiple Components

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Cook & Younis, 2012 **Purpose:** This presents results of a final evaluation for the Somalia Youth Livelihood Program (Shaqodoon) targeted at building employment skills of youth ages 15-24. ICT was a prominent program feature. The program was implemented by EDC and funded by USAID. **Evaluator:** External, International Business & Technical Consultants, Inc. **Location:** Somalia	Basic education (accelerated learning) Life skills General training on entrepreneurship Access to youth friendly loans or stock Financial literacy Apprenticeships or on-the-job training Job match and mediation Mentoring ICT **# of youth served**: 10,573 **Completion rate**: 87%	**Design**: Performance evaluation **Sample:** 480 youth, 83 stakeholders, 122 parents and community members **Data Collection:** Surveys, focus groups, youth and key informant interviews **Limitations:** 1) Due to the conflict in Somalia, it was difficult to reach certain groups of the youth who had participated in the program. 2) At the time of the evaluation, the program was closing down so some staff had moved to other jobs.	**General:** 1) 78% of youth participants who received vocational training were placed with outside employers. 2) 52% of those in entrepreneurship training were placed in businesses/employment. 3) More than 50% of youth attributed their employment placement to the program. 4) More than 60% said that skills attained as a result of the training improve their prospects for future employment or self-employment 5) Parents commented on how the program helped to create a sense of hope and improve their children's morale. 6) Interviews with parents and other stakeholders consistently indicated that provision of education and training was paramount to improving security and stability of their communities. 7) Innovative ICTs in a developing country context present numerous challenges that can take time to overcome. Nevertheless, the benefits of ICT outweighed the disadvantages. The numbers reached would not have been possible without the use of ICTs including cellular phones. **Youth**: All participants considered youth **Gender**: 1) About 41% of enrollees in entrepreneurship training were females. The completion rate among females (90%) was slightly higher than that of males (85%). Females were under-represented in the vocational training component (37%). 2) In a post-survey, the average monthly income for female graduates was US$83, while male graduates earned a monthly average of US$141.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Mercy Corps, 2012 **Purpose:** This report presents results of the final evaluation conducted for the Support for Kosovo's Young Leaders (SKYL) program for youth ages 15-26 from October 2008 through November 2011,funded by USAID and implemented by Mercy Corps and three local NGO partners. **Evaluator:** Internal and external, Mercy Corps along with an external consultant **Location:** Kosovo	Institutional capacity building Life skills General training on entrepreneurship Apprenticeships or on-the-job training Access to youth friendly loans or stock Business plan development Mentoring Civic engagement Conflict mediation, peace-building **# of youth served**: 2,483 young people have received training, leadership and negotiation skills **Completion rate**: Unavailable	**Design**: Performance evaluation **Sample:** Approximately 72 Albanian and Serb youth for focus groups, rest of sample unclear **Data Collection:** Surveys, focus groups, youth and key informant interviews, stories of most significant change **Limitations:** 1) The most challenging of the methodologies employed were the focus group discussions. Causal factors include weaknesses of facilitators, surface elaboration on responses, problems in recording discussions, and translation difficulties.	**General:** 1) 459 youth received follow on employment with outside employers. 2) 12 businesses were started by youth and continued for at least 1year. 3) Participants planned and implemented 27 community projects which affected 11,600 people. 4) Adults and youth report increased understanding among youth from different ethnic groups, an increase in life skills and employability skills, and better access to employment opportunities. **Youth**: All participants considered youth **Gender**: Findings not disaggregated, but high focus on inclusion of females in the program.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Blattman & Annan, 2011a **Purpose**: To evaluate the impact of a reintegration and agricultural livelihoods program for high-risk Liberian youth operated by the NGO Landmine Action. **Evaluator**: External, Innovations for Poverty Action **Location**: Liberia	Apprenticeship or on-the-job training Classroom vocational training General training on entrepreneurship Life skills Vouchers Access to youth tailored loans or stock Basic education (numeracy, literacy) Psychosocial training or counseling **# of youth served: A**pproximately 536 **Completion rate:** Unavailable	**Design:** Experimental design, randomized control group **Cost Effectiveness/Cost Benefit:** Cost Effectiveness **Sample:** 1,330 ex-combatant youth randomly assigned to either treatment or control **Data Collection**: Interviews with 37 treatment and 13 control group youth; surveys of treatment and control group at baseline, 12, and 16 months after program completion **Limitations**: 1) The evaluation method relies on self-reported data. Measurement error and misreporting is a risk, and will have small to serious effects depending on the nature of the misreporting.	**General:** 1) More than a year after completion of the program, participants are at least a quarter more likely to be engaged in agriculture, and almost a third more likely to have sold crops. 2) Small (3 percentage points) but not statistically significant decrease in participation in potentially illicit activities among the treatment group 3) A sizable increase in average wealth from the program, especially in household durable assets, but no change in current income (measured for last week and last month), savings, or spending for the average program participant 4) Modest improvements in social engagement, citizenship, and stability for participants. 5) Less likely to have been interested in, or mobilized into, the election violence in Cote d'Ivoire. 6) Roughly half of program participants reported that the psychosocial training or one-on-one counseling was the part of the program that most changed their life. 7) Qualitative data suggests a substantial change in confidence and less aggressive and risky behavior. **Youth:** All participants defined as youth **Gender:** Females and males were equally likely to be engaged in agriculture, and the impact of the program is about the same for both genders. **Cost Effectiveness:** 1) Given scarce aid and resources for employment-generation, the most cost-effective means of expanding the returns to small holder commercial agriculture probably involves a shift in emphasis from skills training towards capital. 2) More of both genders are clearly better per beneficiary, but the opportunity cost may be high in terms of other beneficiaries not served.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: BRAC, 2011 **Purpose:** This baseline report summarizes the findings from an assessment of the impact of BRAC Uganda's Microfinance Multiplied strategy in three program areas and one control area in terms of human assets (education and health), physical assets, consumption, financial assets (including saving and borrowing patterns), social assets, employment and entrepreneurship. Implemented by BRAC. **Evaluator:** Internal, Meri Poghosyan **Location:** Uganda	Microfinance groups Access to youth friendly loans or stock Health education General training on entrepreneurship **# of youth served:** More than140,431 **Completion rate**: Unavailable	**Design:** Quasi-experimental design, using comparison groups in randomized survey locations within each county stratum **Sample:** 13,229 households **Data Collection:** Surveys, focus group, interviews. **Limitations:** 1) Imperfect comparison groups - Households in agricultural areas were worse off in many outcomes and these were the areas furthest away from town centers.	**General:** 1) BRAC community members had better literacy rates, school enrollment rates, and school attainment rates. 2) There were few consistent indicators of health differences between comparison communities. 3) BRAC community members had higher expenditures on food, rent/utilities, furniture and appliances, household goods, clothes/shoes, transportation and other expenses. 4) BRAC community members fared better on welfare indicators like having a good quality latrine, roof, and walls. 5) BRAC community participants were more likely to own a car, a motorcycle, a TV, a mobile phone or radio. 6) BRAC community member had more savings and were more likely to keep it in a bank. **Youth:** 1) 92% of young males and 87% of young females can read and write. 2) Less than a third of people age 14 and above held a wage earning job in the last 12 months. **Gender**: 1) Although male- and female-headed households had the same propensity to have savings, the average savings amount for female-headed households was half that of male-headed households. 2) Female-headed households were less likely to have applied for loans. There was no significant difference in the average amount of loans borrowed. 3) Although food made up the majority of monthly consumption, female-headed households spent less money on food than male-headed households.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Right to Play, 2011 **Purpose**: This report provides a mid-project evaluation of the Right to Play's (RtP) "Sport and Play Program for Afghan Refugee and Pakistani Children/Youth" in Peshawar and Quetta for children and youth ages 6-20+. Implemented by a partnership between the Youth Resource Centre, Afghanistan Ministry of Education, Afghan Consulate, Commissioner for Afghan Refugees, International Rescue Committee, and District Education Departments. Funded by the Royal Norwegian Ministry of Foreign Affairs. **Evaluator:** External, Pakistani independent consulting team **Location**: Afghanistan, Pakistan	Recreational activities Health Basic education Life skills Civic engagement Conflict mediation, peace-building Institutional capacity building **# of youth served:** 22,459 children/youth participated in regular activities, and more than 10,000 children participated in special events, play days and sport festivals **Completion rate**: Unavailable	**Design:** Performance evaluation, random selection of 12 schools out of 35 participating in the program **Sample**: Almost 500 respondents (59% male and 41% female). 75% were students. 64% of the sample was from Peshawar and 36% from Quetta. **Data Collection**: Review of program documents, semi-structured interviews, focus group discussions, and observation of activities and facilities in both program areas. **Limitations**: Not discussed	**General:** 1) Teachers are using more participatory, learner-centered instructional approaches and positive classroom management strategies. 2) Corporal punishment is being used less frequently. 3) Youth reported being better able to manage their anger and to resolve conflicts without resorting to violence. 4) Children and youth reported learning through experience about team-work and cooperation, communication skills such as expressing their feelings and giving feedback, following safety rules, and respecting elders. 5) Children and youth reported increases in physical strength and energy as well as improvements in personal hygiene. 6) Youth are demonstrating their leadership as junior leaders and through action projects. 7) Teachers reported an increase in students' alertness, confidence, patience, discipline, and emotional control and fewer behavior management problems in participating classes. 8) Head coaches and leaders demonstrated their inclusion of children with disabilities. 9) Parents want to send their children to these schools, and attendance has increased among enrolled students. 10) The sample schools all have safe play spaces for children of all age groups, and are accessible for children with disabilities. **Youth:** All participants considered youth **Gender:** **1)** Findings not disaggregated, but program achieved a high level of female participation. 50% of participants were girls, more than 50% were leaders and teachers, and more than 35% of junior leaders were girls.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: IYF, 2011 **Purpose:** To evaluate the Youth Empowerment Program aimed to improve the employability and civic engagement of disadvantaged African youth, ages 16 to 35, through the provision of demand-driven training in information and communications technology, life skills, entrepreneurship, and employment services. Funded by Microsoft and implemented by IYF. **Evaluator:** External, FocusAfrica **Location:** Kenya, Nigeria, Senegal, Tanzania	Job match and mediation Life skills General training on entrepreneurship **# of youth served**: 9,544 **Completion rate:** Unavailable	**Design:** Performance evaluation **Sample:** 380 youth beneficiaries **Data Collection:** Survey six months post-program **Limitations:** Not discussed	**General**: 1) 61% of participants were placed in jobs by the program. 2) Between 52% and 94% of youth surveyed found jobs (dependent or self-employment) and/or participated in internships, community service, or went back to school. 3) 9% of program graduates surveyed were operating small businesses. 4) 62% and 98% of participants in each of the follow-up evaluations believed that the ICT training positively affected their employment prospects. 5) 90% rated their skills as high in areas including business plan development, bookkeeping/accounting, management, and marketing. **Youth**: All participants defined as youth **Gender**: Findings were not disaggregated.
Source: Hyatt & Auten, 2011 **Purpose:** To evaluate the components of the Palestinian Youth Empowerment Program (Ruwwad) aimed at building capacity for Youth Development Resource Centers (YDRCs) and offering other services to Palestinian youth ages 14-30. Funded by USAID. **Evaluator:** External, JBS International **Location:** West Bank/Gaza	Civic education Civic engagement Institutional capacity building Life skills (via internships) ICT training **# of youth served**: 865 youth participated in civic education; 65 youth participated in life skills internships; 1,545 youth participated in ICT training **Completion rate**: 94% of males and 82% of females completed the civic education training	**Design**: Performance evaluation **Sample:** Sample size unclear **Data Collection:** Project data captured in database; interviews with youth, stakeholders, and staff **Limitations:** 1) Program data collected overtime was not available at the time of the evaluation. 2) Most data captured was quantitative making it difficult to establish impact or outcome effects.	**General**: 1) The physical infrastructure of the YDRCs was enhanced—either through renovation of existing facilities to add space including computer labs to allow for diverse programmatic offerings, or through a general facelift to improve the physical appearance of the club or construction of a totally new facility. 2) Youth participated in a variety of programs with the possibility of learning life and employability skills. **Youth:** All participants considered youth **Gender:** 1) It is generally recommended that program have a better focus on females, especially those with children.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Janke, Hershkowitz & Kratzig, 2011 **Purpose:** To evaluate the effectiveness of Haitian Out-of-School Youth Livelihood Initiative (IDEJEN) for youth ages 15-24 intended to reintegrate marginalized youth into society; improve the capacity of community-based organizations (CBOs) and government institutions in working with out-of-school youth; and disseminate HIV/AIDS awareness and prevention messages to out-of- school youth. Funded by USAID through EQUIP3. **Evaluator:** Internal, EDC **Location:** Haiti	Apprenticeships or on-the-job training Classroom vocational training Life skills Vouchers Bridging, follow-up support, or accompaniment General training on entrepreneurship Business plan development Health, HIV/AIDS prevention education Basic education Institutional capacity building **# of youth served**: 13,050 **Completion rate:** Unavailable	**Design**: Performance evaluation **Sample:** 13,050 minimally educated youth **Data Collection:** Document review, surveys, interviews, focus groups, and indicator data collected by the program **Limitations:** Not discussed	**General**: 1) 53% of participants had gained employment or better employment (including short, medium- and long-term positions). 2) 49% of participants had transitioned to further education and training. 3) 200 community-based organizations had received technical and management/financial training, site visits, and one-to-one support, and reported the following benefits: 88% increase in the number of CBOs that provided daily services to youth; 59% were either accredited or working on accreditation as a result of IDEJEN support. 4) More than 300 peer educators had provided HIV/AIDS information and referrals to more than 60,000 community members throughout Haiti. **Youth:** All participants were defined as youth. **Gender:** Findings were not disaggregated.
Source: Hamilton, Hamilton & Greenwood, 2011 **Purpose**: The study examines four selected programs in Latin America—Por un Manana, Fundación Gente Nueva; Terminalidad Fundación SES; Casas Francisco Esperaza, Fundación Paz y Bien; Jóvenes Constructores de la Comunidad (JCC)—serving youth ages 7-20+ who are unemployed and out of school. **Evaluator**: Internal/Cornell **Location**: Argentina, Colombia, Mexico	Life skills General training on entrepreneurship Classroom vocational training Apprenticeship or on-the-job training Mentoring Conflict mediation, peace-building Recreational activities Basic education **# of youth served:** Not available for all programs, groups ranged from 35-636 people. **Completion rate:** Unavailable	**Design:** Case study/action research design. Includes service providers and recipients in research process. **Sample:** Male and female youth were participants **Data Collection**: Interviews, questionnaires, observations of youth meetings, staff meetings, youth activities **Limitations:** Not discussed	**General:** 1) Better attitudes (beliefs in future, sense of purpose) 2) Some graduates earned vocational certificates. 3) Increase in self-esteem, assertiveness **Youth:** All participants were defined as youth. **Gender:** Findings were not disaggregated.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Nigmatov, 2011 **Purpose:** To evaluate the effects of the Youth Theater for Peace (YTP) program aimed at youth ages 15-16. The YTP model was designed to create opportunities for contact and exchange between adversarial groups. It utilizes Drama for Conflict Transformation (DCT) activities, which serve to influence participants' attitudes and behaviors toward conflict issues. Implemented by IREX and funded by USAID. **Evaluator:** External, Vadim Nigmatov (independent consultant) **Location:** Kyrgyzstan and Tajikistan (Although these countries are not on any conflict lists, the report is focused on conflict mediation and gives a compelling argument for these two areas as "at risk" for conflict)	Recreational activities Conflict mediation and peace-building Leadership skills **# of youth served:** Approximately 7,383 youth in Tajikistan; 9,300 youth in Kyrgyzstan (Audience consisting of youth and adults reached was 37,500.) **Completion rate**: Unavailable	**Design:** Quasi-experimental design, using comparison non-participant group **Sample:** 119 (102 youth and 17 adult participants); 15 community leaders; 160 community members **Data Collection:** Youth surveys, community focus groups, community leader interviews. **Limitations:** 1) The program participants are comprised of those who had taken their own initiative to become involved into YTP; thus, it is likely that they would have started with better attitudes and behaviors towards conflict issues and those of other ethnicities, religions and nationalities. 2) Due to the nature of the method, the findings of focus groups could be influenced by the subjective views of the evaluator. 3) Focus group and survey respondents may also have provided more favorable information about the program due to the participation of local partners in the data collection. 4) Finally, survey and focus groups in communities with respondents speaking Uzbek or Kyrgyz only were conducted with the help of a translator. This could also influence the findings, particularly findings related to focus groups where facilitation was influenced by translation.	**General:** 1) 100% of program participants in both countries reported being confident in their ability to help to resolve interpersonal disagreements or conflicts in a peaceful way, compared to approximately 37% in Tajikistan and 55% in Kyrgyzstan comparison groups. 2) Nearly 98% of program participants in both countries reported confidence in their ability to positively affect conflict situations in their community, compared to about 15% in Tajikistan and 31% in Kyrgyzstan of comparison group respondents. 3) 100% of participants in Tajikistan and about 98% in Kyrgyzstan reported being able to communicate well with people of other ethnicity, religious group, or nationality, compared to 44% of comparison group respondents in Tajikistan and about 81% in Kyrgyzstan. 4) 90% of program participants in Tajikistan and Kyrgyzstan reported having confidence in speaking in front of large audiences (25+ people), compared to about 10% of the comparison group in Tajikistan and 17% in Kyrgyzstan. **Youth:** All participants were considered youth. **Gender**: Findings were not disaggregated.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: YouthBuild, 2010 **Purpose**: To evaluate the YouthBuild program for at-risk, gang-involved youth ages 15-25 in Guatemala, El Salvador, Honduras and Nicaragua. Implemented by Catholic Relief Services and YouthBuild International. Funded by IYF. **Evaluator**: External/name not available **Location**: Guatemala, El Salvador, Honduras and Nicaragua	Life skills Classroom vocational training Job match and mediation General training on entrepreneurship Access to youth friendly loans or stock **# of youth served:** 490 **Completion rate:** Unavailable	**Design:** Quasi-experimental design, youth randomly assigned to program or wait-list control; pre-post surveys and behaviors **Sample:** 113 youth participants **Data Collection**: Qualitative interviews **Limitations:** Not discussed	**General:** 1) Increases in self-esteem and life skills 2) Lower rates of delinquency 3) Higher rates of employment—an increase of 32 percentage points in the employment rate. 3) 24% of youth who completed the microenterprise training had begun a business at the time of the study. 4) 33% of participants re-enrolled in school. 5) There was an increase in scores on a scale measuring social inclusion and interpersonal relations. **Youth:** All participants defined as youth. **Gender:** 1) The percentage of self-employed men is slightly more than double that of women. 2) According to follow-up data, 32 youth graduates are in school (33.33%). Of these, 19 are men and 13 are women.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Whalen, 2010 **Purpose:** To evaluate the appropriateness and effectiveness of the Timor-Leste Prepara Ami ba Serbisu (Prepare Us for Work) Project, PAS, which responded to the particular developmental, learning and earning needs of out-of-school, minimally educated, low-skilled youth ages 15-29 in rural districts of Timor-Leste. Local institutions were also targeted for training and capacity building. Funded by USAID through EQUIP3. **Evaluator:** External, Whalen commissioned by EDC **Location:** Timor-Leste	Apprenticeship or on-the-job training Classroom vocational skills training Life skills Vouchers General training on entrepreneurship Business plan development Basic education Institutional capacity building **# of youth served:** Approximately 2,000 **Completion rate**: Unavailable	**Design**: Performance evaluation **Sample:** Interviews with 54 stakeholders; interviews with 4 youth participants; focus groups with 63 youth participants **Data Collection:** Document review, key informant interviews; focus groups, and data collected from participants in a program database **Limitations:** 1) Lack of access to additional youth participants and translations issues	**General**: 1) 26% of participants had a contract job in the formal sector after the program. 2) 20% of participants had started or improved an income-generating business after the program. 3) Less than 1% had re-enrolled in an education program after the program. 4) 3% had enrolled in further vocational training after the program. 5) During focus groups, youth reported better self-esteem after the program. 6) 208 institutions participated and reported the following benefits: increased capacity to deliver a training program; increased financial management capacity; increased profile and reach into their target populations; improved linkages with other development partners in the district; and potential to register as a training provider. **Youth:** All participants defined as youth. **Gender**: 1)127 (40%) of those who had a contract job in the formal sector after the program were women. 2) 98 (40%) of those who had started or improved an income-generating business after the program were women.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Mercy Corps, 2009 **Purpose:** To evaluate the Mercy Corps' Rift Valley Local Empowerment for Peace (LEAP) Project focused on youth ages 18-35. Funded by USAID. **Evaluator**: Internal, Mercy Corps **Location:** Kenya	General training on entrepreneurship Leadership and organizational skills Job placement Conflict mediation/peace-building Self-help or support groups Recreational activities **# of youth served:** Unavailable **Completion rate**: Unavailable	**Design**: Performance evaluation, using household surveys implemented at 3 time periods **Sample:** Baseline - 472 respondents in Uasin Gishu and Kericho districts; end-line - 491 respondents in Uasin Gishu and Kericho districts; 3 months later - random sample of 1,041 individuals in 8 districts **Data Collection:** Youth household survey data collected at baseline, end-line, and 3 months later ; local secondary data reports; interviews and focus groups with youth, partners, and LEAP staff **Limitations:** 1) The measurements, including scales, used for the variables were not all based on standardized instruments with proven levels of construct validity and reliability. The measurements may not accurately reflect the factors being studied, thus limiting the confidence that can be placed in the findings or associations between them. 2) Because the study largely relied on post-hoc analysis of secondary data, it was limited to examining the variables on which reliable data was available. Not all of the data was of sufficient quality for making analyzations or generalizations.	**General**: 1) There seems to be no impact of the LEAP program on employment status; however, results showed that if youth are employed, then they are less likely to join violent movements for economic gain 2) The program seems to influence the existence of and participation in peace dialogues. 3) There seems to be an impact on the existence of youth collective action and interaction with members of other ethnic groups. **Youth:** All participants were defined as youth. **Gender:** 1) Out of gender, age, education levels, and urban /rural status, only gender was found to be correlated with propensity towards political violence. Being a female is a significant predictor of less accepting attitudes toward the use of political violence.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: UNICEF, 2009 **Purpose:** To evaluate the Child Protection Program, an inter-agency child protection response to the tsunami in the Maldives for children ages 13-17focused on psychosocial first aid and capacity building. Funded by UNICEF. **Evaluator:** External, Alison Paul & Neil Boothy (independent consultants) **Location:** Maldives	Psychosocial training or counseling Institutional capacity building (teacher training) **# of youth served**: Approximately 21,000 ages 13-17 **Completion rate**: Unavailable	**Design**: Performance evaluation **Sample:** 60 children (ages 13-17); 73 parents; 26 staff of community-based organizations/NGOs / international organizations; and 54 government staff **Data Collection:** 12 focus groups, 42 key informant interviews, and secondary data obtained from reports **Limitations:** 1) "End of project" evaluation design cannot control for economic, political, or other events that occurred during the life of the program and not possible to determine if and how they may have affected outcomes. 2) Explanation of constructs were affected by the inter-agency nature of the Child Protection Program and the corresponding lack of precise overall program theory, missing variables, and unclear implementation steps. 3) While many participating agencies initiated single agency project assessments per relevant work strands, an overall aggregate baseline was never developed. Thus, evaluation team relied on secondary data, participant recall, and other retrospective techniques to recreate pre-intervention conditions. 4) Small samples sizes limited statistical analysis and possibility of making program outcome comparisons.	**General**: 1) 96% of parents and 89% of children who received activities and trainings stated they were relevant. 2) On average, parents believed there had not been any improvement in their communities' ability to support children's psychosocial wellbeing after the program (except for capital cities). 3) Tsunami funding enabled government and UNICEF to revitalize pre-existing plans for the decentralization of social services. Establishment of 21 family and children service centers (FCSC) and new social work training were the most significant outcome achievements in the child protection sector. 4) 73% of staff at the 11 FCSCs that participated in the evaluation reported increased awareness about the work of the center and the issue of child abuse since the center opened. **Youth:** Findings were not disaggregated. **Gender:** 1) Child Protection Program addressed gender-specific vulnerabilities amongst children, but the program lacked social, cultural, and gender analyses necessary to address gender disparities and inequalities. Program targeting and coherence were affected accordingly. 2) Maldives does not have a well-developed social welfare system, but it has an extended family system, island-level Women's Development Committee (WDC) and other mechanisms that perform basic social welfare and community care roles. Engaging in gender and social analysis to identify social and community strengths would have been useful from a sustainability perspective.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Addy & Stevens, 2006 **Purpose:** This report evaluates the Youth Education for Life Skills (YES) program for war-affected youth ages18-30, operated by Mercy Corp and other partners. Funded by USAID. **Evaluator:** External**,** Alexa Inc. **Location:** Liberia	Life skills Civic engagement Recreational activities **# of youth served**: 13,391 **Completion rates**: 74%-85% depending on the cycle	**Design**: Performance evaluation **Sample:** 273 youth, 48 other stakeholders **Data Collection:** Focus groups with youth; focus groups with elders **Limitations:** The low participation of male ex-combatants, a segment of war-affected youth, affected the overall impact of the program.	**General**: 1) Participants reported an increase in the awareness of methods to prevent diseases, such as HIV/AIDS and malaria. 2) Participants saw an increase in knowledge and change in attitudes regarding HIV/AIDS post-program. 3) The civic engagement activities seemed to serve as conduits of cooperation between the youth and the elders in the community. 4) YES had the greatest influence on the lives of the Learning Facilitators (community members who delivered the curriculum). Learning Facilitators reported being empowered socially and economically. **Youth:** All participants defined as youth **Gender:** 1) Out of the 633 participants, 361 participants were women. 2) Women reported feeling more empowered to be active and outspoken in the community. They also reported that they can now write their names, count from 1 to 100, and say their ABCs. They also said they wanted to continue their education.

Source: Anastacio, 2006 **Purpose:** To evaluate the Learning for Life (LFL) project that trained women (age 24) and older girls (age 19) to become community health workers. Implemented by Management Sciences for Health and funded by USAID. **Evaluator:** Internal, University of Massachusetts **Location:** Afghanistan	Classroom vocational skills training Health education Basic education Institutional capacity building **# of youth served**: 8,500 women served; (Youth were an average of 19 years old; adult women were an average 24 years old.) **Completion rate**: 94%	**Design**: Performance evaluation **Cost Effectiveness/Cost Benefit**: Cost effectiveness **Sample:** 370 interviews with participants, staff, and community members; 23 focus groups with participants **Data Collection:** Document review; focus groups with participants; interviews with participants, staff, community members; literacy tests for participants **Limitations:** 1) Accessing various locations was difficult due to weather and security issues. 2) It was often unclear what literacy level participants had when they entered the program; no baseline was done.	**General**: 1) 90% of participants taking a third grade equivalency test passed it after the project. 2) 91% of participants taking a sixth grade equivalency test passed it after the project. 3) 98% of participants passed a health knowledge test after the project. 4) Many of the women reported sharing the health information that they learned in class with their families. **Youth:** Findings were not disaggregated. **Gender:** All participants were women or girls. **Cost Effectiveness:** 1) Data provided by the implementing partners indicates that LFL went above targets with more than 8,000 learners enrolling in 361 Foundation Program classes exceeding targets by 60% and more than 500 learners registered in 28 Bridging classes exceeding targets about 50%. From cost-effectiveness viewpoint, initially LFL projected about $720/learner. but by end of program, it was approximately $370/learner.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Yeager, 2006 **Purpose:** To provide a mid-project evaluation of the Community Youth Peace Education Program (CYPEP), an urban program focused on peace-building and conflict resolution targeted to at-risk youth 18-35 years old. This program was developed by the Liberia Transition Initiative (LTI), a transitional support program funded by USAID's Office of Transition Initiatives (OTI) in Liberia. Implemented by Creative Associates International, Inc. **Evaluator:** External, Jo Anne Yeager Sallah (independent consultant) **Location:** Liberia	Conflict mediation and peace-building Life skills Health education Civic education Civic engagement **# of youth served:** More than 4,800 **Completion rates:** 76% phase one, 86% phase two	**Design:** Performance evaluation **Sample:** 57 program participants **Data Collection:** Surveys, interviews, document review, focus group, direct observation of selected training sessions. **Limitations:** 1) The lack of a baseline and/or established monitoring indicators for the CYPEP presented a challenge for the mid-term evaluation. 2) Another limitation was the time frame and time allocated for the mid-term evaluation. The evaluation was carried out at a busy time in Liberia, as the Inauguration of President Ellen Johnson Sirleaf took place while the survey teams were scheduled to be in the field. Due to time limitations, the sample frame was then limited to two of the six areas covered by the CYPEP program.	**General:** 1) Participants genuinely feel that their lives have been improved and a positive and lasting change has occurred as a result of the training. 2) Participants said they were more likely to settle disputes in a non-violent manner as a result of the training. 3) Participants also said they were more likely to practice safe sex. 4) Analysis of the data indicates that majority of participants (62%) felt that their expectations for the training were met. **Youth:** All participants considered youth **Gender**: Findings were not disaggregated, but the sample consisted of 61% males and 39% females.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Buj et al., 2003 **Purpose:** This paper is an evaluation of the International Organization of Migration's support program for ex-combatant children 14-18 years old in Colombia. Funded by USAID. **Evaluator:** External, Columbia University Evaluation Team **Location:** Colombia	Basic education Classroom vocational skills training Apprenticeships or on-the-job training General training in entrepreneurship Job match and mediation Psychosocial training or counseling Case management and support Recreational activities Conflict mediation, peace-building Civic education **# of youth served**: 1,195 ex-combatant children assisted from 1994-12002 **Completion rate:** Unavailable	**Design**: Performance evaluation **Sample:** Not described **Data Collection:** Field visits, interviews, literature review **Limitations:** 1) Currently there is no implemented data base that ensures the transmission and consistency of information as children move through the program. The lack of a database renders monitoring and evaluation more difficult.	**General:** 1) Projects are highly valued within communities, and numerous positive benefits were thought to include direct increases in income, a reduction in criminal behavior by those children involved, and a shifting of perceptions by communities regarding the danger of ex-combatant youth. 2) While progress has been made towards developing income-generating opportunities for children, many still do not have viable options once they leave the program. 3) The program has seen a continual increase in its enrollment of demobilized child soldiers. There has been a 41% increase in the enrollment of minors into the program. **Youth**: All participants considered youth **Gender:** Findings not disaggregated

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: UNICEF, 2001 **Purpose:** To evaluate two major psychosocial projects sponsored by UNICEF Indonesia from Oct. 1999 until end of 2001offered to teachers, parents, and children/youth ages 9-17. **Evaluator**: External, independent consultants **Location:** Indonesia	Psychosocial training or counseling Institutional capacity building (teacher training) Recreational activities Self-help or support groups **# of youth served**: Approximately 30,000 **Completion rate**: Unavailable	**Design**: Performance evaluation **Cost Effectiveness/Cost Benefit:** Cost effectiveness **Sample:** Mixed methods approach **Data Collection:** Desk study of relevant documents, interviews with project staff and trainees, focus groups, interviews and questionnaires with beneficiaries (children and parents) **Limitations:** 1) Projects were dealing with highly mobile populations and were conducted some time ago, thus difficult to access beneficiaries. 2) No baseline data was collected, more difficult to assess the impact of the projects. 3) Cross-sample comparison was attempted for both project due to lack of baseline data. 4) Unable to locate appropriate psychosocial tests that have been tested and normed in Indonesia, thus individual questionnaire was necessary to supplement information gained through focus groups with beneficiaries.	**General**: 1) Teachers reported improvements in their own self-esteem and their ability to view children as active learners and cope with stress. 2) Teachers reported a good understanding from the training and an ability to understand better their own coping skills. 3) The eye movement desensitization and reprocessing component of the project did not work well because it is a specialized therapy needing to be implemented by advanced professionals with experience. **Youth:** 1) Program had positive benefits for children including helping them socialize and build community with others the same age. 2) Children were reported by teachers to be less depressed and fearful. **Gender:** Findings were not disaggregated. **Cost Effectiveness:** 1) Psychosocial Help Training Project - Efficient project as cost was approximately $9 per beneficiary. 2) Eye Movement Desensitisation and Reprocessing EMDR Project - Cost per beneficiary was $430-$500 and /or $860-$1000 per UNICEF-targeted beneficiary, and little impact of activities were demonstrated. Thus, not cost effective.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Fauth & Daniels, 2001 **Purpose:** To evaluate the Youth Reintegration Training and Education for Peace program specifically in regard to the degree to which ex-combatant and war-affected youth ages 15-34 have moved in the direction of peaceful reintegration, ability to read and write, and ability to do arithmetic procedures. Funded by USAID. **Evaluator:** External**,** Management Systems International **Location:** Sierra Leone	Classroom vocational skills training General training on entrepreneurship (agriculture) Life skills Health education Basic education Civic education Conflict mediation, peace-building **# of youth served**: Unavailable **Completion rate:** Unavailable	**Design**: Performance evaluation, using random sampling of sites and random selection of interviewees **Sample:** 482 interviews with participants 15-34 years old who completed at least 3 modules of the program **Data Collection:** Face-to-face interviews/questionnaire **Limitations**: Not discussed	**General**: 1) 99% responded they were better able to manage conflict; 99% reported better stress handling; 98% were better able to solve problems as a result of training; 99% were more self-aware; 83% were better able to support family; 76% reported better interpersonal skills; 97% stated that they currently have clearer goals for the future; 99% reported a clearer sense of values; nearly 100% were more aware of environmental issues; 83% better understood common illnesses; nearly 100% said they better understood STDs and how to avoid infection; 98% reported better reading and writing skills; 85% had planted crops; 40% started a business; 33% enrolled in an apprenticeship; 43% re-enrolled in school or another vocational training program; 12% are employed for a business or company. 2) Youth reported being more engaged in community activities. **Youth:** Findings were not disaggregated. **Gender:** Findings were not disaggregated.
Source: Djeddah, C., Mavanga, R., Hendrickx, L., n.d. **Purpose:** To consolidate the achievements and lessons learned for the Junior Farmer Field Life schools, which teaches agriculture and life skills to youth 12-18 years old. Funded by the government of Mozambique and two UN agencies: the Food and Agriculture Organization of the United Nations (FAO) and the World Food Programme (WFP) **Evaluator:** Internal, a mix of consultants and staff from the FAO **Location:** Mozambique	Life skills Recreational activities Institutional capacity building (food and nutrition) General training on entrepreneurship (agriculture) **# of youth served**: Unavailable **Completion rate**: Unavailable	**Design**: Case study **Sample:** 13 out of 28 pilot schools studied **Data Collection:** Interviews with stakeholders - youth, community members, staff, other stakeholders **Limitations:** Not discussed	**General**: 1) The project seemed to strengthen the capacity of national and local institutions to address nutritional and food security needs of children/youth, and confer a strong sense of community ownership of the program. 2) Training and curriculum development has been weak; training of trainers were conducted without proper materials and the duration was too short (2 weeks); it should equal duration of cropping season (4 months) in order to improve transfer of technical and methodological knowledge. **Youth:** 1) The program attracted interest of other children to agricultural activities. 2) Graduates (often still minors with no legal rights) will find it difficult once they leave the program and wish to start their own independent agricultural activities with lack of access to land and other capital resources. **Gender:** Difficult to achieve equal participation by boys and girls. Dropout of girls experienced as a result of early marriages and the withdrawal of girls from the program in order to contribute to household-related tasks

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: USAID, n.d. **Purpose:** To evaluate the Education and Livelihoods Skills Alliance (ELSA)/Consuelo program under the EQuALLS2 (Education Quality and Access to Learning and Livelihood Skills Project Phase 2) Project for youth ages 12+, aimed increasing community engagement, providing basic education, and improving training and education for out-of-school youth. Implemented by ELSA (Ayala, IYF, Consuelo Foundation, Petron Foundation, Philippine Business for Social Progress) and funded by USAID. **Evaluator:** Internal **Location:** Philippines	Life skills (added to an already existing basic education or workforce development curriculum) **# of youth served: A**t least 2,000 **Completion rate:** Unavailable	**Design:** Performance evaluation **Sample:** 1,483 participants that completed pre- and post-tests **Data Collection:** Pre- and post-test surveys **Limitations:** 1) 681 test takers' results could not be used because they had only taken either the pre- or the post-test.	**General:** 1) Pre-test and post-test scores show that there is an overall improvement in life skills among participants especially in the subscale Living a Productive Life. 2) There was a slight gain in basic communication skills and relationships with others 3) Test takers ages 15-19 and 20+ had the highest average gains. **Youth:** All participants considered youth **Gender**: Male test takers had a higher average gain than females.
Source: Abt Associates, Inc., 2011 **Purpose:** To evaluate the Youth Corps program by investigating two research questions: 1) What are the impacts of Youth Corps participation on Corps members' educational outcomes; employment-related outcomes; civic engagement and life skills; and risky behaviors? 2) Do impacts vary by subgroups defined by Corps member demographics or program participation? If so, what are the impacts in each subgroup? **Evaluator:** External, Author **Location:** United States	Civic engagement Vouchers Apprenticeship or on-the-job training Classroom vocational skills training Life skills **# of youth served:** 143 Corps programs; 20,000 Corps members; 227,000 community volunteers **Completion rate:** Unavailable	**Design:** Performance evaluation **Sample:** Treatment group- 1,357; Control group- 686 **Data Collection:** Baseline survey, 18-month follow-up survey, 30-month tracking survey **Limitations:** 1) It is possible that some control group members may have enrolled in Youth Corps programs in other localities. The number of such crossovers is unknown because there is no centralized data base in which all Youth Corps participants are entered. The study team was limited because every program has a different name.	**General:**1) There was no significant impact of Youth Corps on the probability of being employed or in school roughly 30 months after random assignment to treatment or control group. The percentage of treatment group members increased from 50 % at baseline to 66.6 %, but there was a similar increase for control group members. 2) There were no significant impacts of Youth Corps on educational attainment at 30 months after random assignment. The educational attainment of Corps members and of control group members increased over time. . For example, the proportion of treatment group members with a high school diploma/GED or above increased from 57.4 % at baseline to 81.5 % 30 months later. However, the control group reported similar increases. 3) There were no significant impacts on this measure of volunteering 18-months after random assignment. The proportion of treatment group members that reported volunteering through or for an organization in the year prior to the 18-month follow-up survey increased but there was a similar increase in the control group. Treatment group survey respondents were instructed to not consider youth corps service in the response. **Youth:** All participants considered youth **Gender:** Findings not disaggregated

Basic Education Only Interventions

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Beltramo & Levine, 2010 **Purpose:** To evaluate a cell phone literacy and free SMS community forum component of the Community Empowerment Program, which offers a literacy and numeracy program to adults and adolescents ages 15-20. Funded by UNICEF and implemented by Tostan. **Evaluator:** Internal, UNICEF **Location:** Senegal	Basic education ICT access & SMS educational messaging **# of youth served**: 327 youth served; 800 people served in all **Completion rate**: Unavailable	**Design**: Quasi-experimental design, using comparison villages **Cost Effectiveness/Cost Benefit:** Cost Effectiveness **Sample:** 20 villages, 5 of which were comparison sites **Data Collection:** Baseline and follow-up survey; analysis of all SMS messages; telephone interviews **Limitations:** Not discussed	**General**: 1) The percentage of participants with a cell phone went up 15% after the intervention, and cell phone use went up 40%. 2) Participants used the SMS Community Forum, and there were important anecdotal examples of its success in helping to mobilize the community. 3) Literacy and numeracy test scores improved substantially after the additional training in text messaging and the SMS Community Forums; they were significantly higher than the comparison group (that received SMS text training only). **Youth:** Findings were not disaggregated, but 41% of the samples were considered adolescents. **Gender:** Findings were not disaggregated, but 77% of samples were women and girls. **Cost:** 1) Although the initial costs of setting up the Forum have already been incurred, the costs of broadcasting to Community Forum members are very high. 2) During the pilot, users paid on average 10 CFA francs (~2 cents) to send a message to the Community Forum number. Tostan's total cost was $2870 for the 570 messages sent, during the pilot. If this was expanded nationwide, costs would exceed $2 million per year. Maintenance costs may also be substantial. 3) The costs and benefits of introducing the SMS Community Forum are not clear, especially given the low number of messages sent during the second half of the intervention.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Zelaya, et.al., 2010 **Purpose:** To demonstrate the quality of the USAID-funded education program Educatodos in Honduras (Cycle 3 of the program). The program, through alternative modes of delivery (radio, printed materials), provides remedial education opportunities to youth and adults to complete the third cycle of basic education (7th-9th grade). The program incorporates an integrated curriculum, enhanced by the teaching of English and the development of community projects. Upon completion of the program, participants are reevaluated for re-entry into the traditional school system. **Evaluator:** Internal, AIR **Location:** Honduras	Basic Education Institutional capacity building **# of youth served:** 3,635 (youth and adults) **Completion rate:** 84%	**Design:** Performance evaluation **Sample:** 2,375 youth and adults **Data Collection:** Review of results from internal monitoring and external evaluation of program **Limitations:** 1) The mathematics and Spanish test administered to evaluate the program used a different pedagogical method than that used in the Educatodos program. 2) No pre-test was conducted in the government and expansion centers, so the results do not reflect learning gains during the year. 3) Students took this test in the seventh grade level of both the Educatodos program and the government system; however, it is unclear whether the students in the Educatodos program had been long-term participants in the program or had completed their previous grades in the public education system.	**General:** 1) About 95% of students who completed the program passed the seventh grade (this accounts for students who dropped out of the program. 2) Participants from Educatodos performed similarly or better in Spanish and mathematics than students in regular schools. 3) Although the majority of participants who began the pilot program only had partial mastery in Spanish at a fourth grade level, by the end of the seventh grade program 67% had achieved mastery corresponding to grade 4, 46% had full mastery corresponding to grade 6, and 22% reach full mastery corresponding to grade 7. 4) Mathematics results were slightly lower: 53% of students in the pilot centers achieved full mastery of the fourth grade competencies. Of the seventh grade participants, 76% began at the non-mastery level and only 2% achieved mastery by the end. **Youth:** Findings were not disaggregated. **Gender**: 1) Study did not provide gender disaggregated information, but female participants seemed to have enhanced self-esteem and had a more positive outlook for their future.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Population Council, 2010 **Purpose:** To assess the accessibility and quality of basic education for displaced children ages 6-14 years in Darfur. **Evaluator:** External, Population Council **Location:** Darfur	Basic education **# of youth served:** Unavailable **Completion rate:** Unavailable	**Design**: Cross-sectional survey **Sample:** 7 of 68 internally displaced persons communities in North and West Darfur **Data Collection:** Community survey/mapping, school site visits, interviews with key informants **Limitations:** Not discussed	**General**: 1) Only half of the primary schools provided instruction in all eight grades. 2) Girls and boys had equal access to primary school; however, girls lag in enrollment in some communities. 4) Access to water and sanitation was lacking at many schools. Less than half of schools had school feeding programs. 5) None of the 17 communities visited had accelerated learning programs that would have allowed children who had failed to finish their schooling. 6) Shortages of teachers were common. and half of those working lacked qualifications. **Youth:** All participants considered youth **Gender:** 1) Displaced girls comprised 44% of the enrollment in schools.
Source: Burde & Linden, 2010 **Purpose:** To measure the effects of a program supporting community-based schools (PACE) aimed at serving children ages 6-11 in Afghanistan managed by a partnership between IRC, CRS, CARE, and the Agha Khan Foundation. Funded by USAID. **Evaluator:** External, Burde & Linden independent consultants **Location**: Afghanistan	Basic education Institutional capacity building **# of youth served**: Approximately 700 **Completion rate**: Unavailable	**Design**: Experimental design, randomly assigned by villages **Sample:** 31 village - 13 treatment, 18 control **Data Collection:** Baseline and follow-up surveys **Limitations:** 1) Initial sample at 34 villages, but incidence of violence reduced this to 31 villages.	**General**: 1) The existence of the community-based schools increased school enrollment by 47% in fall and 40% in winter. 2) Students in the community-based schools had significantly higher test scores in math and language than those in the control group. 3) Distance to the school has a dramatic impact on student enrollment—70% of youth within in a mile of a school are enrolled, but only 30% are enrolled if they live 2 miles or more away **Youth:** All participants were considered children or youth. **Gender:** 1) Overall treatment effects were stronger for girls. There was a 50% increase in enrollment for girls (vs. 35% for boys) as a result of the program, and the increase in math and language scores was significantly higher for girls than boys. Distance from school for girls also seemed to be a more significant issue or barrier.

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Nordtveit, 2005 **Purpose:** This report examines the success of the Women's Literacy Program funded by multiple donors but implemented by the Senegal government. **Evaluator:** External, independent consultant review **Location:** Senegal	Basic education **# of youth served:** Approximately 200,000 women and girls **Completion rate:** 85%	**Design:** Case study, but based on performance evaluation results **Sample:** Youth and women ages 9-39 **Data Collection:** Evaluation of longitudinal study, impact study, quantitative **Limitations:** Not discussed	**General**: 1) Almost a 50% increase in the percentage of women considered literate (from 17% to 66%). 2) 73% of participants reported increasing their income-generating skills after the project. **Youth:** Findings were not disaggregated **Gender**: Findings were not disaggregated, but approximately 80% of the enrollees were women.

Civic Evaluations

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Source: Abdalla, 2012 **Purpose:** To evaluate "The Team,'" a TV and radio drama, developed and produced by Search for Common Ground and Media Focus on Africa, which asks a central question: "Can Kenyans find a way to put the past behind them in order to have a better future?" The series aims to change the relationship between citizens and their government from one of strife to one of cooperation. **Evaluator:** External, Author **Location:** Kenya	Civic engagement Peace-building **# of youth served:** Unavailable **Completion rate:** Unavailable	**Design:** Performance evaluation **Sample:** 1,237 **Data Collection:** Quantitative surveys, focus groups, case studies **Limitations:** Not discussed	**General:** 1) "The Team" succeeded to a great extent in achieving the objectives on knowledge, awareness, attitudinal and action levels. 2) The success of "The Team" applied to citizens, community groups, and civil society organizations. 3) The amount of watching "The Team" was the strongest predictor of attitudinal changes. 4) Although the research proved an improvement in citizens' views of government's responsiveness to issues addressed in "The Team," there is no evidence that such improvement could be attributed to "The Team." 5) Outreach activities, especially mobile cinema screenings, contributed directly to achieving the objectives. It is not evident from this research whether the drama by itself could have generated actions at citizen, community and civil society levels. **Youth:** 1) Amua Karagita Youth Group (AKYG) and Manyani Youth Group (MYG) were greatly inspired by "The Team" and seem to have made significant impact in their various regions. The Amua Karagita for example, was able to meet the diverse needs of its members, seeking to be self-reliant despite the bad reputation and complexity of the Naivasha region. **Gender:** 1) Female respondents were more likely to opt for conciliatory processes and a call for national debates on ways to deal with militia and vigilante groups.
Source: Rea, 2011 **Purpose:** To evaluate the impacts of the "Kosovo Youth for Democracy and Peacebuilding" (KYDP) project. The project makes youth aware of the basic principles of democracy and human rights. The evaluation measured, assessed, and analyzed the impacts on youth outcomes such as skills and ability enhancement and awareness and attitudes advancement. The project targets youth ages 15-22 and is funded by the European Commission. **Evaluator:** Internal, UNICEF	Civic engagement Peace-building **# of youth served:** 150 **Completion rate:** Unavailable	**Design:** Performance evaluation **Sample:** 41 youth, 12 NGO leaders **Data Collection:** Desk study, focus groups, individual interviews **Limitations:** Not discussed	**General:** 1) The KYDP management staff are better able to promote new innovative youth-oriented services and advancement within their scope of engagements. 2) The KYDP has increased awareness and information about participatory democracy and respect for human rights and has contributed to creating greater social cohesion and inclusion. 3) The KYDP has contributed to strengthening the ability of young people in Kosovo to participate and engage in their community's lives. 4) Building on the skills of local NGOs, the KYDP has given structure to their approach to democratic principles, human rights, and the reconciliation process of the country. 5) KYDP has significantly contributed to and facilitated initiatives toward reaching common ground solutions to problems perceived by the youth and community as priority. **Youth:** All participants considered youth

Citation, Purpose, Location	Crisis & Conflict Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Study Findings
Location: Kosovo			**Gender:** Findings were not disaggregated
Source: Gouley & Kanyatsi, 2010 **Purpose:** To evaluate the "Supporting a Conversation on Youth Leadership" project, implemented by Search for Common Ground with support from the U.S. Department of State's Bureau of Democracy, Human Rights, and Labor. **Evaluator:** Internal/External, Gouley **Location:** Cote d'Ivoire	Civic engagement Peace-building **# of youth served:** Unavailable **Completion rate:** Unavailable	**Design:** Performance evaluation **Sample:** 43 individual interviews, 141 survey respondents, 55 focus group participants **Data Collection:** Document review, baseline study, theory of change workshop with SFCG staff, focus group discussions , semi-structured individual interviews, two surveys **Limitations:** 1) Information gaps may exist as there was limited time and opportunity to conduct individual or group interviews with all key players. 2) Use of program staff to schedule all meetings and field surveys reduced the margin of independent action of the evaluators – for example in the participants and interviewees selection process. 3) Ongoing case studies—one impact study and a case study—were being conducted simultaneously on the same populations.	**General:** 1) The project was highly relevant to the country's general context and local conflict-prone environments, and addressed the beneficiaries' needs and priorities, such as youth leadership, political manipulation, and conflict transformation. 2) A great majority of youth participants, including youth leaders from different social, political, ethnic, and religious backgrounds, demonstrated a high level of motivation in contributing to social debates with their own views and ideas. 4) Through participation in project activities (conversation workshops, follow-up sessions, support to peace initiatives, interactive theater, and radio programs) youth felt that they had considerably improved their knowledge and practical skills in conflict transformation and leadership. 5) 59% of surveyed youth confirmed that they had participated in an activity with the goal of preventing or managing a conflict in the past year. 6) The evaluation concluded that there was a positive sense of ownership of the project among youth leaders and an improved sense of responsibility as young citizens. 7) 64% of surveyed youth leaders who participated in SFCG's workshops confirmed that they had engaged in a dialogue about governance, economic, or social issues with youths from other backgrounds during the past year. **Youth:** All participants considered youth **Gender:** Findings not disaggregated

Source: Shrestha & Gautam, 2010 **Purpose:** To evaluate Search for Common Ground's Nepal program and assess the outcomes, successes, and shortcomings of its youth in peace-building and community decision making project activities. The project aims to foster the participation of key sectors of the population in Nepal in the peace-building process, with a particular focus on youth. **Evaluator:** External, Author **Location:** Nepal	Civic engagement Peace-building **# of youth served:** Unavailable **Completion rate:** Unavailable	**Design:** Performance evaluation **Sample:** 176 listeners in Rolpa, Kailali, and Shankhuwasawa districts **Data Collection:** Quantitative, qualitative, field survey, focus groups, individual interviews, baseline survey report **Limitations:** 1) The field visit program was changed frequently, due to political party's engagement in the locations that the evaluation team had to visit. This prevented the evaluation team from meeting with targeted respondents on the scheduled time and date.	**General:** 1) The radio drama program "Nayaa Bato Nayaa Paailaa" and the district level youth leadership for community peace-building training substantially helped the rural youth increase their confidence and their ability to communicate with adults in the community. 2) In general, youth's involvement in peace-building activities, conflict resolution, social service, social change, social harmony, and civic education increased. The rural community youth who were contacted in this evaluation reported an increase in their ability to organize and address the root causes of conflict with a greater understanding of their roles in community peace-building. 3) Community adults still do not fully accept youth's abilities to make decisions and solve problems, believing that youth do not have capacity to understand the depth of the problems faced. 4) While most young people in the communities prefer non-violent tools (dialogues and discussions) of conflict resolution, they often do not find opportunities to utilize the tools because they are prevented from participating by adults who perceive young people as too inexperienced and immature to participate. 5) A network is a powerful and cost-effective form of program design, ownership development, program dissemination, and capacity building. It is also a basis of reaching the unreached section in the communities; it makes a contribution at best possible level, developing a synergy in a common ground approach to effective implementation. **Youth:** All participants considered youth **Gender:** Findings not disaggregated

Source: Dahal, Kafle, Bhattarai, 2008 **Purpose:** To evaluate the Children Associated with Armed Forces and Armed Groups (CAAFAG) program, a child-produced radio program. The project's beneficiaries are armed conflict-affected children ages 11-18 who are most vulnerable to manipulation into political action and violence. Implemented by Search for Common Ground with support from UNICEF. **Evaluator:** Author **Location:** Nepal	Civic engagement Peace-building # of youth served: Unavailable Completion rate: Unavailable	**Design:** Performance evaluation **Sample:** 17 focus group discussions, 26 key informant interviews **Data Collection:** Field visits, study of secondary documents, focus group discussions, key informant interviews, content analysis and case studies **Limitations:** Not discussed	**General**: 1) Respondents ranked the program to be very effective as it covered the local issues and involved the local children in the production and presentation of the programs. 2) The participation of children, especially the child journalists, in developing the content of the radio programs tremendously contributed in enriching the program. 3) The Information, Education and Communication (IEC) materials distributed by the project have been highly appreciated by the children, community members, and other concerned agencies. 4) It was found that, in the project areas, the people had been initiating the formation and mobilization of child clubs including CAAFAG at the community level. Moreover, the families and CAAFAG themselves had played a vital role in their return. 5) It was found that the project activities to some extent helped to address the issues of CAAFAG and their reintegration. There is increased feeling of responsibility among all stakeholders; they started internalizing the provisions made in different political and peace agreements in favor of the children, and gradually started taking initiatives towards it. As a result, there is a growing tendency towards recognizing and accepting the issues of CAAFAG. **Youth:** All participants considered youth **Gender:** Findings not disaggregated

Upcoming Evaluations

Purpose and Location	Timeline	Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Notes or Other Available Info
Source: Blattman, Jamison & Sheridan, 2011c **Purpose:** The study is designed to disentangle how cash and capital constraints versus dysfunctional preferences and behaviors contribute to the poverty and violence of the young men and women living on Monrovia's streets, and to create an inexpensive and scalable program that will reduce poverty, violence, and social instability among unstable youth in Liberia and beyond. **Research Question:** Does a behavioral transformation program (TP), akin to cognitive behavioral therapy and life-skills programs, bolster the cognitive and social skills necessary for entrepreneurial self-help, raising youth's aspirations, and equipping t youth to reach them? And what are the effects of an unconditional cash grant program? **Evaluator:** IPA **Location:** Liberia	Enrollees still being recruited for program.	Cash transfers	**Design:** Experimental design **Sample:** 1,000 youth **Data Collection**: Short-term and long-term end-line surveys to capture treatment effects, and behavioral games.	http://www.poverty-action.org/project/0166

Purpose and Location	Timeline	Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Notes or Other Available Info
Source: Blattman, Jamison, Anna & Green, 2011d **Purpose:** This evaluation assesses the impact of WINGS, aiming to understand how business skills, capital, and social networks affect microenterprise success. Women's Income Generating Support (WINGS) is aimed at transitioning between humanitarian and development assistance in a post-conflict environment. **Research Question:** What is the impact of the WINGS program on cash earnings, savings, empowerment, psychological well-being, and social integration? **Evaluator**: IPA **Location**: Uganda	April 2007-April 2010 Anticipated findings after phase 2 follow up survey	Cash transfers	**Design:** Experimental design **Sample:** 1,800 individuals, primarily highly vulnerable young women in Northern Uganda **Data Collection:** The evaluation strategy involved a baseline survey of all participants before the program and an end-line survey 12-18 months later when Phase 1 of the program had been completed. As Phase 2 started after the end-line, participants in this group serve as a comparison to those receiving the program during Phase 1.	**Preliminary findings at mid-term:** 1) On average, beneficiaries' cash incomes doubled relative to the comparison group (those in Phase 2). Provisional consumption levels improved by 39 % and beneficiaries had more than three times the amount of savings as comparison group. 2) In spite of the economic gains, little impact on empowerment, psychological well-being, or social integration was revealed. It is possible that women reported higher levels of community hostility and higher levels of support, reflecting a conflicted community response to their support and success. 3) Half of the beneficiaries were encouraged to meet regularly in groups to exchange information and support one another; this process was supported by group dynamics training. This encouragement led to a large increase in group interaction; this sub-group also showed a large increase in income yet the exact correlation is unclear. http://www.poverty-action.org/project/0104
Source: Jamison, Karlan & Zinman, 2011 **Purpose:** This evaluation examines two interventions: a financial education curriculum (a knowledge-based intervention) and a specially designed youth group savings account (an access-based intervention) of the Starting a Lifetime of Saving: Teaching the Practice of Saving to Ugandan Youth program. **Research Question:** What are the effects of financial education and group savings accounts on youth? **Evaluator:** IPA **Location:** Uganda	Unknown	Financial literacy Microfinance groups	**Design:** Experimental design **Sample:** 2,800 Uganda youth from 240 youth groups of the Church of Uganda	Results forthcoming http://www.poverty-action.org/project/0113

Purpose and Location	Timeline	Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Notes or Other Available Info
Source: International Rescue Committee, n.d. **Purpose:** To investigate the importance of non-cognitive skills on employment. **Research Question:** What is the impact of non-cognitive skills training on youth employment? **Location:** Burundi	Unknown	Life skills	Unknown	
Source: INJAZ, n.d. **Purpose:** To evaluate the Success Skills program, which offers employability and life skills training for disadvantaged youth through a program developed by Junior Achievement. **Research Question:** Does the Success Skills program improve the skills and attitudes/opinions of participants? Does the improvement in skills lead to better more and better jobs? Are participants able to apply skills to real life situations? Did the course have an effect on the peers and relatives of participants? **Evaluator:** Paul Dyer (Dubai School of Government) and David Newhouse (The World Bank). **Location:** 11 Middle East and North Africa (MENA) countries	Unknown	Life skills	**Design:** Experimental design, random selection of schools **Sample:** 1,000 students; 500 treatment and 500 control	
Source: World Bank, 2013 **Purpose:** The impact evaluation will compare a) girls in the 100 treatment villages to those in 50 control villages, and b) girls in the program to matched girls with similar characteristics from control villages on individual-level economic and psychosocial outcomes (such as aspirations, fertility preferences, and risky behaviors) as well as household level outcomes including asset ownership, control over resources, and division of labor. **Location:** South Sudan	2010-2012	Skills training Life skills training Microfinance	**Design:** Experimental design **Sample:** Girls in the 100 treatment villages and those in 50 control villages (across 4 states: Central Equatoria, Eastern Equatoria, Jonglei, and Bor.)	Results forthcoming http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/EXTAFRREGTOPGENDER/0,,contentMDK:22624799~pagePK:34004173~piPK:34003707~theSitePK:502360,00.html

Purpose and Location	Timeline	Intervention Components	Methodology Design, Sample, Data Collection, Limitations	Notes or Other Available Info
Source: World Bank, 2009 **Purpose:** To evaluate the Growth Employment in States (GEMS) program in selected Nigerian states. The goal of the program is increased growth, incomes, and jobs in selected states with a special focus on women and young people. The program also seeks to improve the business environment in those select states. This program is co-funded by DFID and The World Bank. Partners include the Federal Government of Nigeria (FGN) and four State Governments in Nigeria. **Location:** Nigeria	March 2011-December 2016	Classroom vocational training Institutional capacity building Information technology	**Design:** Performance evaluation **Data Collection:** Baseline and periodic surveys to monitor progress. These surveys will also assess the extent to which implementation risks set out below have materialized, thereby triggering the need for actions to mitigate them.	Midterm Review expected 2012 http://webarchive.nationalarchives.gov.uk/+/http://www.dfid.gov.uk/Documents/procurement/gems-prog-document-may-2009.pdf
Source: Barnam, T. et al, n.d. **Purpose:** This evaluation assesses the medium-term impacts of Nicaragua Conditional Cash Transfers on children and young adults in rural Nicaragua 10 years after the start of the program. **Research Question:** Did being eligible for the intervention during early primary school years result in differences in academic achievement, cognitive ability, and labor market outcomes? (b) Were differences in cognitive ability and educational achievements found between children who were under age 2 when their households were eligible for the program and children whose households were eligible only after their second year of life? (c) What were the program's effects on sexual relations, age at first pregnancy, and reproductive health, as measured by use of contraception and frequency of Pap smears? (d) Did beneficiary households maintain higher levels of investment in the human capital of children (in nutrition, vaccinations, health care, and education) even after the intervention ended? **Location:** Nicaragua/ Latin America and the Caribbean	2000-ongoing	Cash transfers	**Design:** Experimental design, Propensity Score Matching (PSM) **Sample:** 42 localities **Data Collection:** Treatment and control localities were randomly assigned to become eligible for the program benefits in 2000 and 2003, respectively	Results forthcoming http://www.3ieimpact.org/en/evidence/impact-evaluations/details/204/
Source: Equip3/EDC, n.d. **Purpose:** To evaluate the Akazi Kanoze: Youth Livelihoods Project, which aims to develop a thriving youth livelihood support system in Rwanda to increase the prosperity of not only youth, but also the public and private institutions that support and benefit from youths' productive engagement in Rwandan society. **Location:** Rwanda	October 2008-January 2013	Life skills Apprenticeship or on-the-job training Job match or mediation Institutional capacity building	**Sample**: 12,500 out-of-school- youth (ages 14-24) in Kigali	Mid-term evaluation began in Jan 2012 is underway http://idd.edc.org/sites/idd.edc.org/files/EQUIP3%20Rwanda%20AKAZI%20KANOZE%20Web.pdf

APPENDIX C: DEFINING THE CONTEXT

In an effort to better understand youth in crisis- and conflict-affected environments, this section discusses the terms used to describe these contexts including fragility, crisis, and conflict. The special circumstances of youth, along with the unique issues of operating programs in these environments, are also considered.

Terms Defined

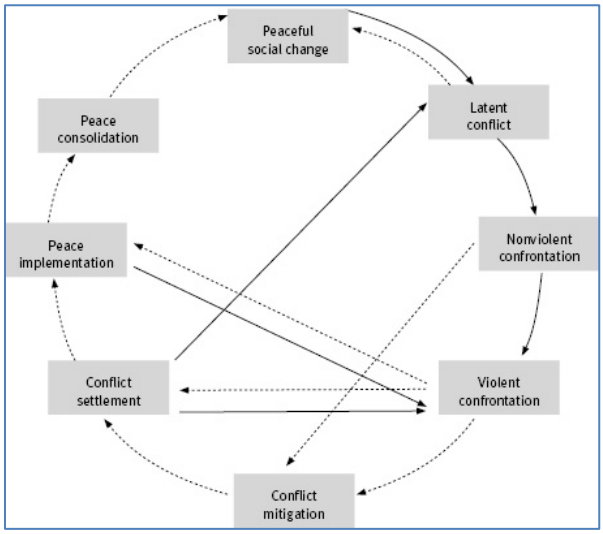
According to USAID, the concept of ***fragile states*** refers generally to "a broad range of failing, failed, and recovering states." The USAID Fragile States Strategy distinguishes between fragile states that are *vulnerable*[4] and those that are already experiencing a *crisis* (USAID, 2005). In order to track lines of authority and basic service provision, several donors have developed fragility assessment tools that rank vulnerable states or those experiencing crisis (Stewart & Brown, 2010; Cammack et al. 2006). Among the assessment tools in existence are the Conflict Assessment Framework, the Conflict Assessment System Tool, and the tools used by the U.S. Political Instability Task Force[5] (Cammack et al. 2006). These tools differ in their definition of fragility, and therefore lead to different lists of countries for which interventions can be targeted (Stewart & Brown, 2010).

USAID states that a country is in ***crisis*** when a set of conditions exists that leads to an inability of a population to meet its basic needs (Burde, 2006). Basic needs are usually described as shelter, water, health, and nutrition. A crisis has political, economic, health, and environmental consequences, and each of these affects access to education in differing ways. A political crisis such as social unrest or violent conflict can displace millions of people at one time and can lead to the destruction of educational institutions (UNESCO, 2011). An economic crisis can put state resources under stress and often limits parents' ability to educate their children. Instead of sending children to school, families often use them to generate income either by engaging in economic activity or being trafficked (UNICEF, 2004).

Health crises, such as HIV/AIDS epidemics in some sub-Saharan countries, can also lead to negative effects on education both at the micro level (i.e., reduction in labor force and quality of the education) and on the macro level (lower enrollment rates and school attendance) (UNESCO, 2002). Natural disasters like the earthquake in Haiti or the tsunami in Indonesia constitute an environmental crisis, and are especially devastating when coupled with another form of crisis, such as an economic crisis in poorer countries. The destruction of schools and loss of life caused by these natural disasters also limits youth access to education.[6]

Conflict is inherent in all societies and operates on a continuum, appropriately represented in a circular frame. (See Figure 1.) Eight stages of conflict are represented in the circle and can be multi-relational and dynamic. For example, certain stages can be skipped—violent confrontation or full-blown conflict can skip to peace implementation, bypassing any form of conflict mitigation and settlement. Or latent conflict can escalate into a violent confrontation, which in turn often leads to significant loss of lives and state vulnerability.

Figure 1: Conflict transformation cycle



Source: Dudouet (2006).

Many of the studies reviewed in this paper deal mainly with post-conflict situations; these refer to "situations where a country or region is emerging from a period of overt conflict (such as civil war or foreign invasion) and is expected to move toward a degree of unity, normalcy, and stability" (USAID/MSI, 2006). Post-conflict situations do not always transition to peace and post-conflict conditions, however, and may last for years. For example, there are still internally displaced persons in Bosnia and Herzegovina and Croatia 17 years after their respective conflicts subsided (Internally Displaced Monitoring Centre, 2011).

[1] Fragile States Strategy states that the term *vulnerable* refers to "those states unable or unwilling to adequately assure the provision of security and basic services to significant portions of their populations and where the legitimacy of the government is in question. This includes states that are failing or recovering from crisis."

[2] For a summary of the major assessment tools used by other donors see Cammack et al (2006) *Donors and the 'Fragile States' Agenda: A Survey of Current Thinking and Practice* Japan International Cooperation Agency

[3] Paragraph draws from Burde, Dana, USAID. (2006) *Education in Crisis Situations.*